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ABSTRACT

This report covers the purpose, funding, services, administration, and effectiveness of 132 programs administered by the United States Department of Education during fiscal year 1990. This is the 20th annual report to the Congress on federally funded education programs and the 11th such report submitted by the Department of Education. It also briefly describes planned studies. Relevant chapters contain a new subsection, "National Goals Addressed," that describes how the programs help to implement the six national goals for education adopted by the President and Governors in September 1989. The report summarizes evaluation findings about what helps program participants to increase their achievement or improve their performance. It also describes management initiatives and reforms and changes in priorities under the Department's accountability initiative. Chapters describe programs that are administered by the Office of Elementary and Secondary Education, Office of Bilingual Education and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, Office of Postsecondary Education, and the Office of Educational Research and Improvement. Numerous tables and references are included throughout the document. A list of evaluation contracts active in the Office of Planning, Budget and Evaluation (OPBE) during fiscal year 1990 is appended. (LMI)

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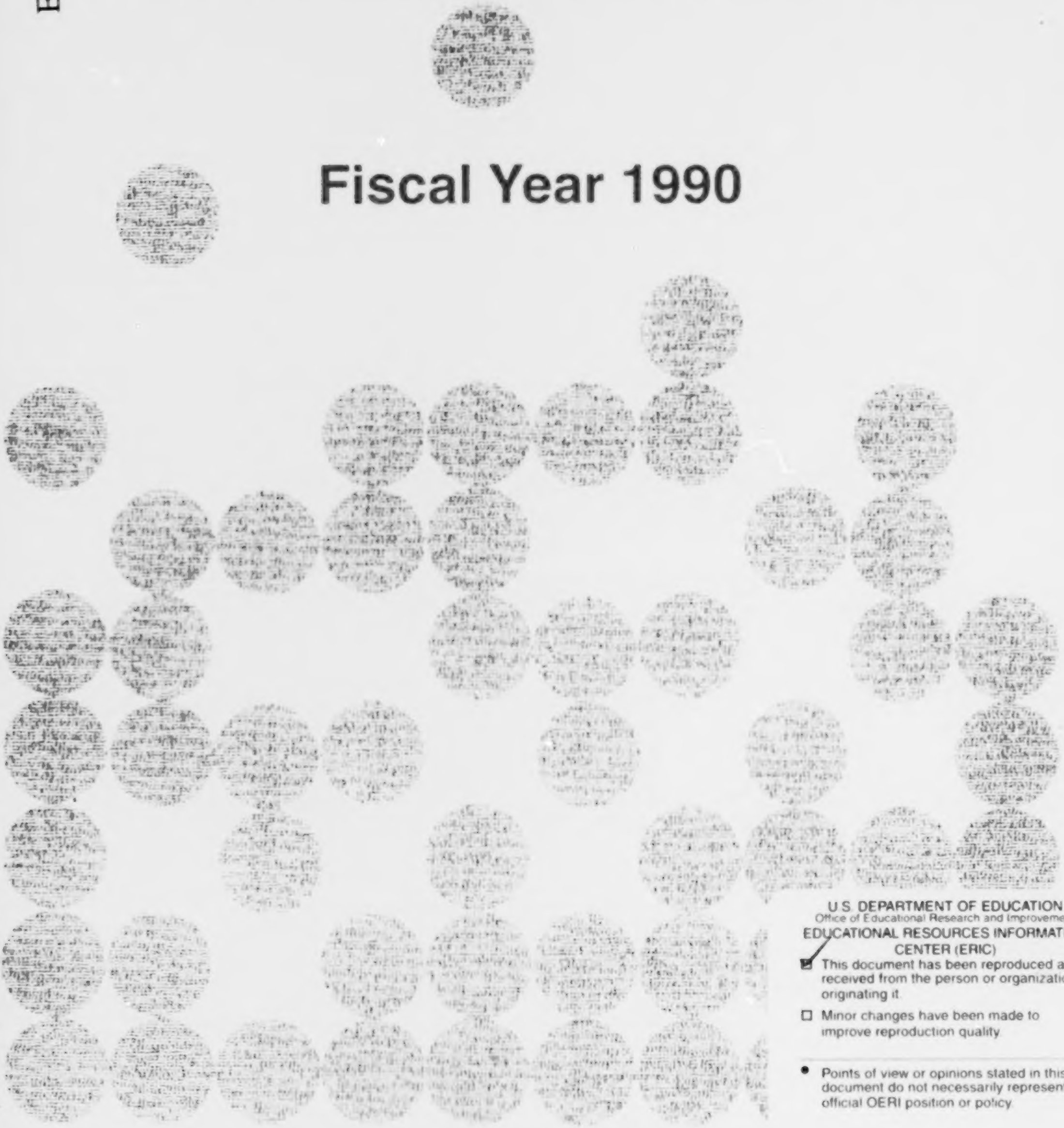
ANNUAL EVALUATION REPORT

Fiscal Year 1990



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ANNUAL EVALUATION REPORT

FISCAL YEAR 1990

Lamar Alexander, Secretary
U.S. Department of Education

Office of Planning, Budget and Evaluation

FOREWORD

This is the 20th annual report to the Congress on federally funded education programs and the eleventh such report submitted by the Department of Education. The Annual Evaluation Report responds to the Congressional mandate in Section 417(a) and (b) of the General Education Provisions Act, as amended. This year, there is information on 132 programs administered by the Department during fiscal year 1990. The report covers the purpose, funding, services, administration, and effectiveness of those programs. It briefly describes planned studies. The information in the report was current as of September 30, 1990.

There is a new subsection in program chapters, where appropriate, on "National Goals Addressed." This subsection responds to the need for information on how the Department's programs are helping to implement the six national goals for education adopted by the President and Governors in September 1989. Additional information on Departmental activities supporting implementation of the national goals may be found in the "Highlights" section and the special index for the National Goals.

One of the major themes of the Department of Education has been to seek ways to enhance accountability in American education at all levels. The Department has intensified its efforts to identify what works best in Federal education programs. This report, as did last year's, summarizes evaluation findings on what helps program participants to increase their achievement or improve their performance. It also describes management initiatives and reforms, and changes in priorities under the accountability initiative within the Department. We hope that those evaluation findings and management initiatives will contribute to making Federal programs work even better.

I welcome your suggestions on making the Annual Evaluation Report more useful in your work.

Sally H. Christensen
Acting Deputy Under Secretary for
Planning, Budget and Evaluation

ACKNOWLEDGMENTS

In fiscal year 1990, the Planning and Evaluation Service (PES) in the Office of Planning, Budget and Evaluation continued the effort to improve the technical and editorial quality of the Annual Evaluation Report. Edward Glassman was again responsible for managing report preparation, with support from Barbara Murphy. Division Directors Valena Plisko, Ricky Takai, and Maureen McLaughlin reviewed all chapters on appropriate programs and prepared the "Highlights" Section. All analysts in PES contributed through writing and revising report chapters. Secretaries Brenda Long, Ann Nawaz, Sandy Wood, Yvonne Briscoe, Angela Clarke, and Patricia Butler, typed numerous drafts of report chapters and prepared the final camera-ready copy for printing. Each program office helped with comments on drafts chapters about its own programs. The Budget Service in the office of Planning, Budget and Evaluation, the Office of the Deputy Secretary, the Office of General Counsel, and the Office of Legislation and Congressional Affairs made valuable corrections in draft materials for the entire report. The Office of Public Affairs in the Office of the Secretary did the technical editing and prepared the index to the report. Public Affairs also prepared the special index for the National Goals adopted by the President and Governors as fiscal year 1990 was about to begin.

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HIGHLIGHTS OF FY 1990 EVALUATION FINDINGS

Major studies completed in FY 1989 and 1990 had important findings for several Department of Education programs. Those findings are summarized below and detailed in the appropriate program chapters of this report.

Chapter 1 Local Education Agency Program (Chapter 101)

Participation

Studies of Chapter 1 demonstrate that participating students are, on average, quite disadvantaged and likely to be minority group members.

- Mean pretest scores across grade levels ranged from the 19th to the 23rd percentile in reading and from the 23rd to 32nd percentile in mathematics in school year 1987-88 (see Figure 1).
- White students comprised 43 percent of Chapter 1 participants, black students 28 percent, Hispanics 25 percent, and the remaining 4 percent Asian/Pacific Islanders, or American Indians/Alaskan Natives (see Figure 2).

Chapter 1 services are concentrated in the elementary grades, and emphasize reading instruction.

- Chapter 1 is most typically offered in the first through third grades (Figure 3).
- In 1987-88, about 71 percent of Chapter 1 children received instruction in reading, 47 percent in mathematics, and 18 percent in language arts. Overall, more than 4.9 million students were served.

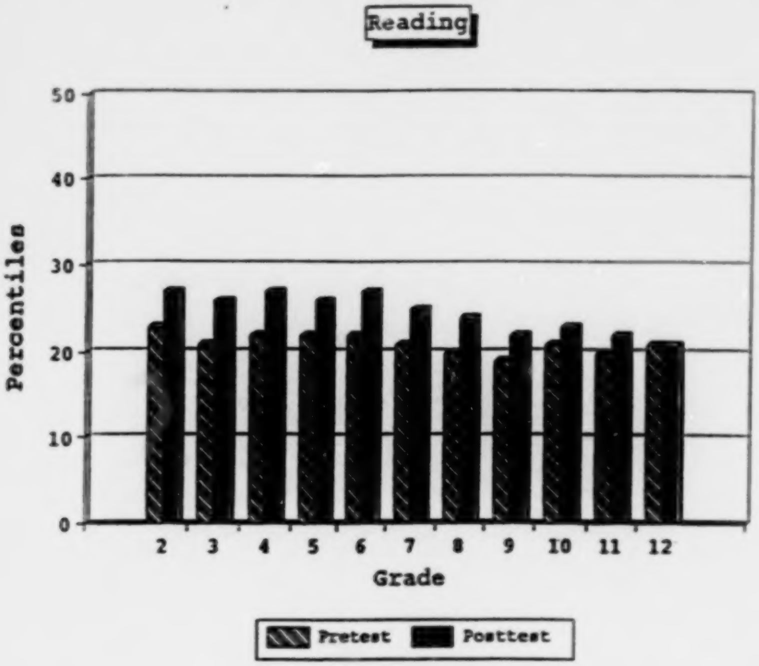
Targeting

Research shows that the needs of disadvantaged students increase as the concentration of poverty in the school increases. Long-term poverty and attending schools with high concentrations of poor children were stronger factors in predicting low school performance than was the individual student's poverty status.

- Poor children in high-poverty schools (those with poverty rates above 24 percent) are twice as likely to score in the lowest achievement quartile as poor children in low-poverty schools. Achievement is likely to be relatively low by national standards for all students, not just the poor.

FIGURE 1

Change in Achievement for Chapter 1 Students Over a 12-Month Test Interval, School Year 1987-88



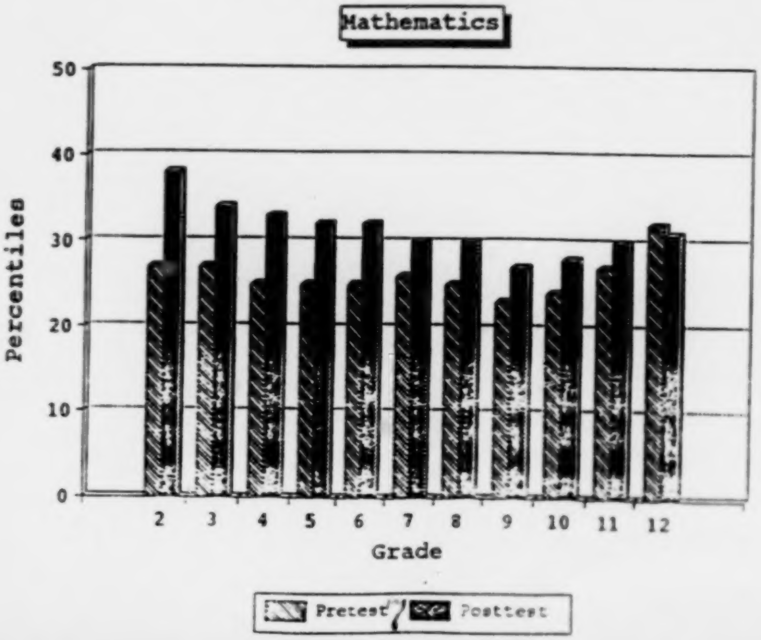


FIGURE 2

**Racial/Ethnic Distribution
Chapter 1 Students, School Year 1987-88**

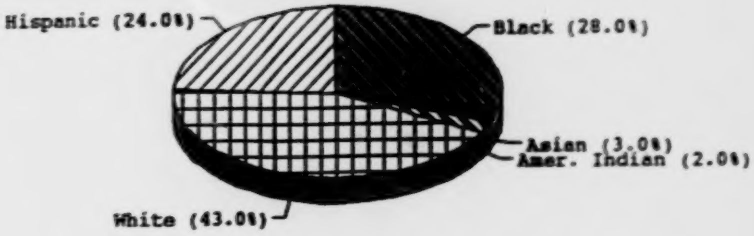
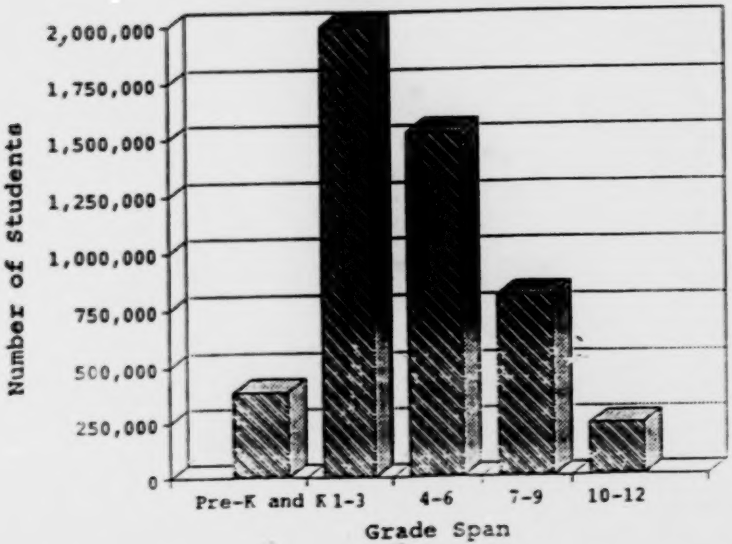


FIGURE 3

**Chapter 1 Students by Grade Span
School Year 1987-88**



- Chapter 1 schools with high poverty levels are more likely to have poor discipline and low parental involvement than Chapter 1 schools with low poverty levels.

It appears that within districts and schools, Chapter 1 participants are properly selected and the neediest children served. However, more than 90 percent of all school districts receive Chapter 1 funds; for this reason, many districts with low poverty rates provide Chapter 1 services. Within these districts, schools with the highest concentration of low-income children may have low poverty rates relative to the Nation.

- Many low-achieving children attending Chapter 1 schools do not receive services, yet average or even above-average achievers in other schools are participating.

- Higher-scoring Chapter 1 participants attend schools that serve few poor children; conversely, unserved low achievers attend schools with many poor low-achieving students.

Program Administration

The Department issued final regulations for the Chapter 1 program on May 19, 1989. The new rules include measures to promote program improvement, target resources where needs are greatest, provide additional flexibility, strengthen parental involvement, and improve services for children enrolled in private schools. The Department conducted mandated negotiated-rulemaking meetings to discuss the new regulations with representatives of educational organizations, State and local administrators, evaluators, principals, teachers, parents and other interested individuals.

- In 1989, the Department supported a study to examine the processes and outcomes of the negotiated rulemaking requirements. The study found that, although the new rulemaking procedures, especially the regional meetings, resulted in improved public understanding of the new Chapter 1 provisions, the lack of consensus on key regulatory issues meant that the new procedures exerted only limited substantive influence on the development of Chapter 1 regulations.

The Department disseminated the final policy manual, mandated in the reauthorization, to all 15,000 school districts in April 1990.

A study of State Administration of the Amended Chapter 1 Program, conducted in January 1990, concluded in part that:

- A majority of States used the definition established in the Chapter 1 regulations (no gain or a loss in achievement) to determine if schools were in need of program improvement.
- Some State coordinators reported in interviews that their Committees of Practitioners had discouraged them from setting high standards for identifying schools in need of improvement.
- As a group, the Chapter 1 State coordinators viewed the new statutory provisions for program improvement as a low priority and burdensome.

Program Outcomes

Data reported in 1987-88 from annual testing cycles show modest gains from pre- to posttests. Gains were generally higher in the early grades and higher in math than in reading (see Figure 1).

Chapter 1 Migrant Education Program (Chapter 102)

Participation

According to the Migrant Student Record Transfer System (MSRTS), a computerized data base which records the numbers of children eligible for migrant education program services, over 550,000 children were eligible for services in 1989. Not all eligible children, however, are served.

- Data from a special analysis of MSRTS data for 1985-86, indicate that 44 percent of the currently migratory children and 47 percent of the formerly migratory children recorded in MSRTS received migrant education program services.
- Recent studies of State and local identification and recruitment practices suggest that some migratory children most in need of services are not being reached. In many cases, State and local projects have not been aggressive in identifying eligible students not currently receiving needed services but instead focus on recertification of previously identified students.

Existing data provide information on the characteristics of migratory children.

- According to State performance report data, in 1987-88, about 50 percent of program participants were formerly migratory, about 32 percent were currently migratory across States, and almost 18 percent were currently migratory within a single State.

- Standardized test scores show that participants in the migrant program are highly disadvantaged: mean pretest scores ranged from the 15th to the 44th percentile in reading and from the 23rd to the 51st percentile in math.

In 1987-88, 44 percent of participants in school year programs received reading assistance; 31 percent received remedial help in math; 17 percent received help in English for students with limited English-speaking ability; and about 4 percent received vocational education services.

Program Administration

In FY 1990, the National Association of State Directors of Migrant Education (NASDME) completed a survey of MSRTS utilization by State and local migrant education personnel. The major findings of the survey are as follows:

- MSRTS records were reported as "perceived useful" about half the time--the MSRTS education record somewhat less so than the MSRTS health record.

- Similarly, the MSRTS education record was perceived as less timely than the MSRTS health record.

Impact Aid: Maintenance and Operations (Chapter 109)

A 1988 study, which examined the distribution of Impact Aid funds to districts, found that Impact Aid funding differs according to characteristics of districts and that certain categories of districts receive a larger proportion of funds than would be expected if funds were distributed strictly in proportion to district size.

- Districts low in property wealth (those in the lowest property-wealth quartile) receive nearly half of the funds, but districts in the highest property- wealth quartile still receive a significant share (17 percent).

- Districts in the highest quartile for per pupil expenditures receive a higher share of Impact Aid funds relative to other quartiles. However, the available data do not identify where the district revenue comes from or whether high expenditures are based on Impact Aid funds themselves.

Indian Education: Subpart 1 (Chapter 111)

Indian students tend to score poorly on achievement tests despite average aptitude.

- Indian students attending reservation schools score at about the national norm on the Raven Progressive Matrices Test, which is a nonverbal aptitude test. This finding suggests that the low achievement scores of American Indian children are not explained by low academic aptitude.
- American Indian children do perform substantially below national norms on the Stanford Achievement Test, with scores ranging from the 15th to the 35th percentile. Scores for vocabulary, reading, and math drop sharply relative to national norms from the first to the second grade.
- A Bureau of Indian Affairs (BIA) study confirms the Department of Education's findings. In grades 1 through 12 at BIA-operated and contract schools, students score well below national mean scores in reading, language, and math. Average test scores drop with each higher grade.
- Test scores are positively correlated with parental use of English in the home, amount of reading by students, and parental expectations about their child's progress in school.
- Test scores are negatively correlated with community use of Indian language, percentage of students speaking the Indian language, and use of Indian language outside the classroom by principals, teachers, and students.

Mathematics and Science Education (Chapter 126 and Chapter 613)

A two-year study is being completed of the Title II math and science teacher training program, which was reauthorized under Hawkins-Stafford as the Eisenhower program. The study included four mail surveys--a survey of 1,600 local education agencies, a survey of 700 higher education projects, a survey of all State education agencies for elementary and secondary education, including the District of Columbia, and a survey of all State agencies for higher education--and site visits to 18 school districts, 7 intermediate units, and 21 higher education projects in 7 states.

Preliminary findings of the study indicate that:

- The program's three components (the flow-through funds to districts, the higher education grants, and the State demonstration and exemplary funds) are providing services that largely complement and reinforce one another.
- Although funds may be used for several purposes, including preservice education, most funds have been used for inservice training.
- The program serves large numbers of the Nation's teachers: flow-through funds and higher education grants together supported more than 600,000 professional development experiences in 1988-89 (this number may include some duplication, since it counts training opportunities provided and some teachers may have participated more than once).
- The intensity of the training varies widely. Higher education projects on average offer more hours of training than district-sponsored activities, which do not typically support high-intensity training. Flow-through funds to the districts typically support training of six hours duration.

The final report will be completed early in 1991.

Bilingual Education Programs--Part A (Chapter 201)

Participation

According to State education agency (SEA) Title VII grantees, there were 1.9 million limited-English-proficient (LEP) students in the 1988-89 academic year. An estimated 255,150 students were served in projects funded under Title VII Part A in 1990.

Services

The Department continued the major study of three instructional approaches: the immersion strategy, the early-exit, and late-exit transitional programs for bilingual education. In the immersion strategy, all instruction is in English. There is a strong language development component in each lesson in a content area. The use of the child's primary language is limited to use on a case-by-case basis, primarily to clarify English instruction. If a LEP student begins the program in kindergarten, the student should be ready to be "mainstreamed" after first or second grade.

In an early-exit program, there is some initial instruction in the child's primary language, usually limited to introduction of beginning reading skills. All other instruction is in English, with the child's primary language used only as a support, for clarification. By grade two, virtually all instruction is in English. The student should be mainstreamed after first or second grade.

In a late-exit program, the child receives a minimum of 40 percent of total instructional time in Spanish. This includes Spanish language arts, reading, and other content areas such as mathematics, social studies, and science. Children remain in this program through the sixth grade, regardless of when they are classified as fluent in English.

Findings from the study are as follows:

- The three approaches do represent distinct instructional models. As envisioned, these three approaches are distinct in the amount of English that is used in instruction. Immersion programs use English almost exclusively (94 to 99 percent); early-exit teachers use English approximately two-thirds of the time in kindergarten and first grade, gradually increasing its use to approximately three-fourths of the time in grade three. Late-exit programs use English very little in kindergarten, one-third in first and second grades and about half in third grade, 60 percent in grade four, and about three-fourths of the time in grade six.

- Contrary to expectations, the amount of time LEP students remain in immersion strategy, early-exit and late-exit programs is about the same. In theory, both immersion and early-exit programs call for mainstreaming within two or three years. However, this study found that over two-thirds of the immersion strategy and over three-fourths of the early-exit students are not mainstreamed after four years in their respective bilingual programs.

- Students in all three instructional programs are subject to a passive learning environment. From the classroom observations, the study found that teachers did most of the talking. Students produced language only when they were working directly with a teacher, and then only in response to teacher initiations. Typically when students responded, they only provided simple information recall rather than generating original statements. Moreover, in about half of the interactions that teachers have with students, students do not produce any language (only non-verbal responses such as listening, gesturing, etc.). This passive learning environment limits a student's opportunity to create and manipulate language freely and also limits a student's ability to engage in more complex learning.

- Bilingual teachers vary across the three approaches with respect to their language proficiency and bilingual training. Late-exit teachers are more proficient in the students' native language and have more advanced bilingual training than teachers in the other programs.

Program Administration

A recent review of the completeness and quality of the evaluation plans and annual evaluation reports from a sample of Title VII projects found that:

- Office of Bilingual Education and Minority Languages Affairs (OBEMLA) should establish a more effective system for keeping track of its grant files. Many evaluation reports (46 percent) were missing from both OBEMLA and Grants and Contract Service (GCS) files. Neither OBEMLA nor GCS has a system for logging receipt of required evaluation reports, or for following up on missing reports.

- OBEMLA should develop and use specific guidelines or procedures for reviewing evaluation reports.

- OBEMLA should provide systematic feedback to projects regarding the form and substance of their evaluation reports, and follow-up with projects whose reports are missing altogether.

- There is wide variability in the completeness and quality of evaluation plans provided in projects' applications. They range from sophisticated and extensive sections to single pages or charts in the application. The average plan has approximately 60 percent of the expected components of quality or completeness. The Department does not provide much guidance to potential grantees concerning what might be included.

- As with evaluation plans, there is wide variability in the completeness and quality of projects' annual evaluation reports. The average report contains approximately 45 percent of the expected components of quality and completeness. Reports do not appear to have improved significantly from 1986 to 1990.

- The program office is implementing changes in its procedures for receipt, review, and use of grantee evaluation reports. In early FY 1991, the program office sponsored training seminars to help its project officers to better understand and use evaluation data.

Drug-Free Schools and Communities Act--Part B State and Local Programs (Chapter 114)

- The recently completed implementation study of the Drug-Free Schools and Communities Act (DFSCA) shows that the availability of these funds to States, school districts, and communities has supported the development and expansion of alcohol and other drug prevention programs for school-age children and youth.

  - The number of States requiring alcohol and other drug prevention programs for grades K-12 increased from 21 in 1986 (before the Act was passed) to 30 in 1988-89.

  - By 1989-89, at least 78 percent of the Nation's local education agencies (LEAs) received DFSCA funds. Non-participating LEAs generally had low enrollments, and reported that the amount of funding, at that time proportional to district size, was too small to justify the time and expense of applying for funds.

  - Of participating LEAs, 82 percent had policies on alcohol and other drug use. Specific substances targeted included alcohol (87 percent of LEAs), marijuana (81 percent), cocaine (71 percent), and cigarettes (71 percent).

  - By 1988-89, 60 percent of participating LEAs were conducting evaluation activities, including data collection for program documentation/description (60 percent) and for assessing program effectiveness (52 percent). Many State education agencies (SEAs) (69 percent) had collected data on the prevalence of alcohol and other drug use, which was disseminated to school districts, community groups, and other State and local agencies.

Handicapped Grants to States Program (Chapter 302)

In the 1989-1990 school year, 4,421,236 children ages 3 through 21 were served through this program. The largest growth in this population was for children ages 3 through 5. This growth is attributed to the 1986 Amendments to the Education of the Handicapped Act, which called for States to set up a timetable for provision of services to this age population.

Supported Employment Services for Individuals with Severe Handicaps (Chapter 331)

Surveys of all 50 States and the District of Columbia show that almost 52,000 individuals were served in supported employment programs through FY 1989. This program, administered through designated State units, provides training and other services to severely disabled individuals who have not been able to participate in other vocational rehabilitation programs.

Adult Education (Chapter 407)

A major four-year study of adult education, the first such study in a decade, was begun August 1990. The study will provide information on the instructional programs offered by more than 3,000 service providers. The study will also describe the characteristics of clients entering the program during a one-year period and the participation records of those clients over 18 months.

Student Financial Aid Programs (Chapters 501 through 505)

The Escalating Cost of Higher Education

Due to increasing public concern over rising tuitions, and in response to a request from Congress, the Department performed a series of studies on the escalating cost of higher education. The findings are summarized below.

What Colleges Charge

Inflation-adjusted tuitions at both public and private institutions have accelerated steadily since 1965, interrupted for several years during the 1970s. Inflation-adjusted tuitions grew 28 percent at public colleges, and 44 percent at private colleges, between fall 1975 and fall 1987 (see figure 1).

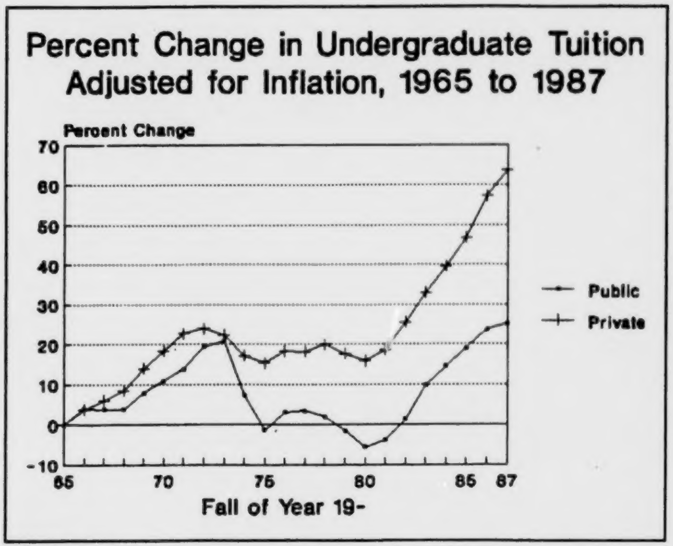

Percent Change in Undergraduate Tuition Adjusted for Inflation, 1965 to 1987

Figure 1

In fall 1990 average college tuitions went up by between 5 and 8 percent, depending on the type of institution. Over the academic year beginning in fall 1989, inflation was just under 5 percent; therefore, the trend for tuitions to rise faster than inflation has continued through this year.

Average tuition and fees for fall 1990 were reported by the College Board, as follows:

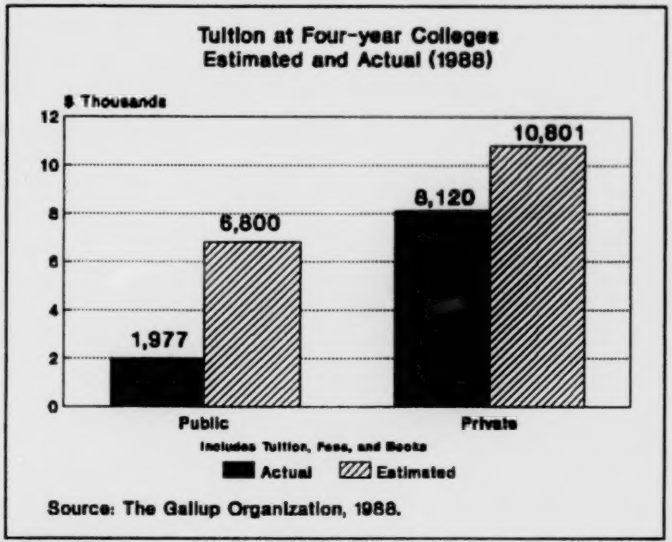
- At two-year public colleges, average tuition was $884, up 5 percent this year.
- At two-year private colleges, average tuition was $5,003, up 8 percent this year.
- At four-year public colleges, average tuition was $1,809, up 7 percent this year.

- At four-year private colleges, average tuition was $9,391, up 8 percent this year.

Public Perceptions of College Charges

The public thinks that college is more expensive than it really is, and that limited financial aid is available to help pay for college.

- A recent Gallup survey has shown that 13- to 21-year-olds overestimated the average cost of tuition, fees, books and supplies at public four-year colleges by a wide margin. They estimated the cost to be more than three times the actual figure. The same group estimated that costs at private four-year colleges were one-third higher than they actually were (see figure 2).


Tuition at Four-year Colleges
Estimated and Actual (1988)

Source: The Gallup Organization, 1988.

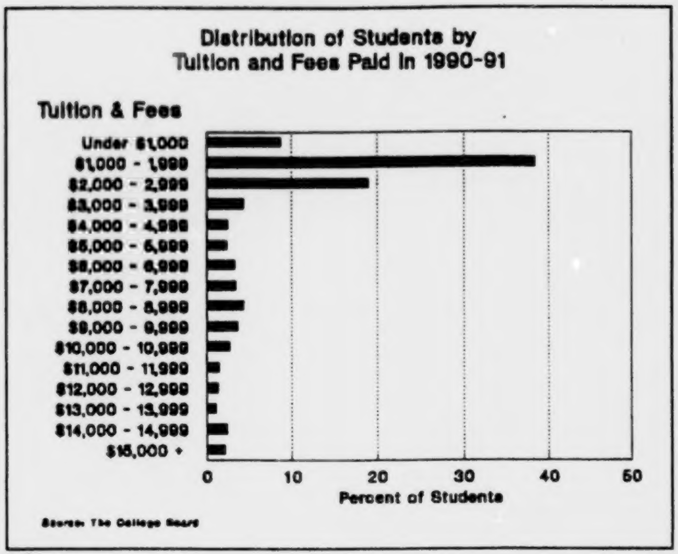
Figure 2

- According to a recent General Accounting Office (GAO) report, both students and parents are generally unaware and uncertain about the availability of student financial aid to help pay for college. Several studies have shown that a small proportion of parents and high school students have adequate knowledge of student aid.

As shown in figure 3, nearly half of all undergraduate students attend institutions that charge less than $2,000 in tuition and fees. Only about 10 percent face tuitions of $10,000 or more.

Why Charges Have Risen

The U.S. Department of Education's studies examined tuition increases from two points of view, cost-push and demand-pull. The cost-push view states that tuitions rose due to increased costs to colleges--faculty salaries, utilities, and insurance, for example. Those increased costs were then passed on to students. The demand-pull view states that tuitions rose in response to a strong demand for a college education, i.e., colleges raised tuitions because people were willing to pay more for higher education. The additional tuition revenue then led to higher expenditures.



Source: The College Board

Figure 3

Using an econometric model that tested both hypotheses, the study concluded that both costs and demand have interacted to force up tuitions.

The central finding of the studies is that there are many factors that have contributed to the rapid growth of college tuitions in recent years, but there is no single factor which explains rising tuitions.

Figures 4 through 7 describe the components of expenditures and revenues for public and private institutions. Important findings from the studies related to college expenditures and revenues include:

- Most college expenditures are for academic and administrative needs. Both went up substantially between 1975 and 1985, however, administrative costs have grown the most rapidly, increasing as a portion of total costs in both the public and private sectors.

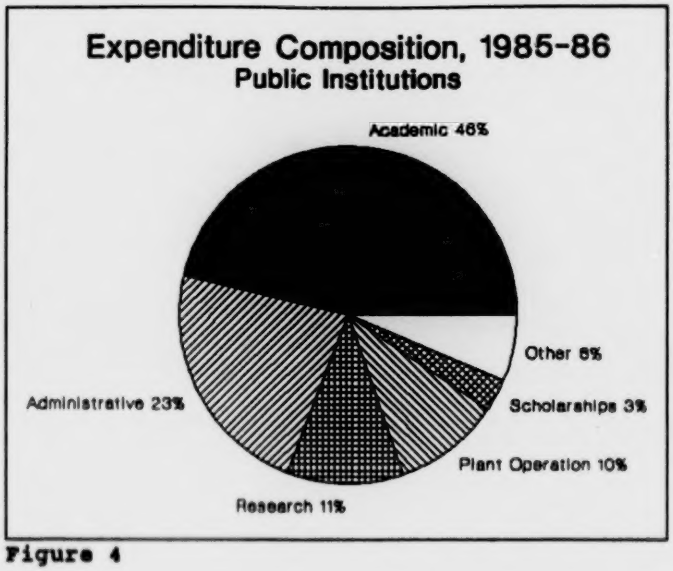


Figure 4

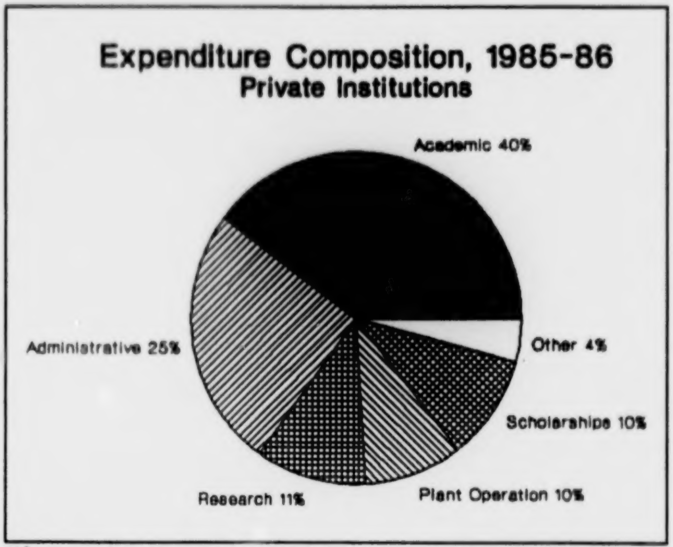


Figure 5

- Faculty salaries comprise most of academic costs. Between 1980 and 1989 the average salary of a full professor rose rapidly, 19 percent more than inflation. Yet, according to various studies, this does not restore faculty salaries to the full purchasing value of the early 1970s. This is because faculty salaries did not keep pace with inflation during the 1970s.

- Tuition and fees have gone up as a proportion of overall revenues in both the public and private sectors, which means that students and their families are paying a larger proportion of costs.

- College expenditures have outstripped State appropriations, leading to an increased reliance on tuition at public colleges. For example, at public universities average tuition rose 37 percent between 1975 and 1985, after adjusting for inflation; State appropriations were up only 17 percent. Figures were similar for public four-year colleges. The exception was the two-year sector, where appropriations were slightly ahead of tuitions over the same period.

Other important findings of the study include:

- A survey of college and university finance officials examined the factors which institutions listed as having a great impact on tuition increases. Those factors were increasing academic expenditures (listed by 44 percent of colleges), increasing operating expenditures (listed by 39 percent of colleges), State tuition policy requirements (listed by 37 percent of colleges), and a desire to improve the quality of the institution (listed by 35 percent of colleges).

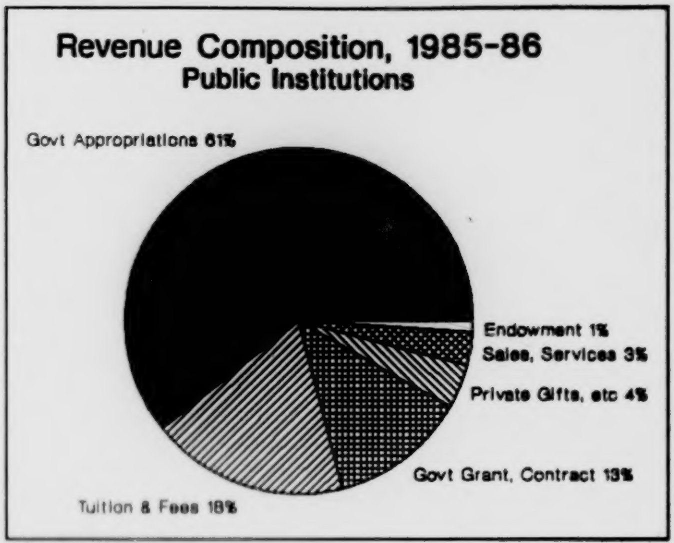


Figure 6

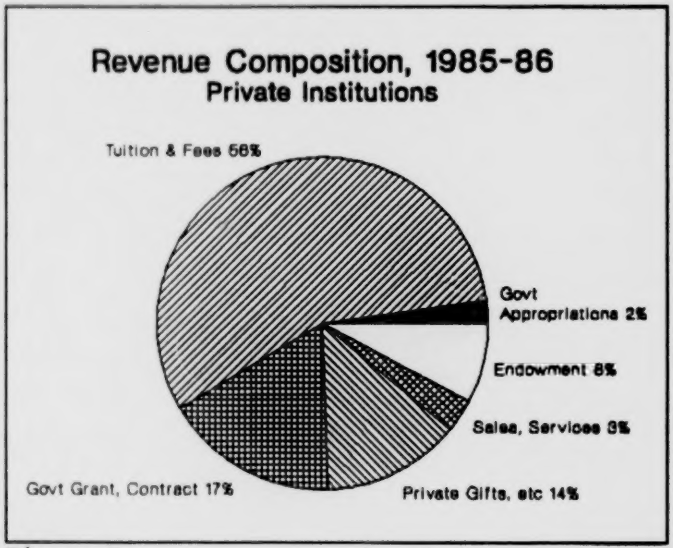


Figure 7

- Colleges are very satisfied with their ability to control expenditures. Over four-fifths rated their ability to control expenditures as either excellent or good; only half of colleges had the same ratings for their ability to obtain revenues.

- Colleges have spent money on new services. For example, the use of computers in instruction and administration has grown rapidly. More than half of all colleges report that computer-related expenditures have grown more quickly than inflation during the 1980s.

- The average cost of educating each student appears stable when enrollments increase rapidly, as they did throughout the 1970s. During such times increasing costs can be spread out among more students each year. This tends to mask growth in expenditures, until enrollment growth slows down, as it did in the 1980s.

- Throughout the 1980s colleges greatly increased their expenditures on student aid. The College Board estimates that between 1980-81 and 1987-88, total institutional student aid grew from $2.8 billion to $4.7 billion (in constant 1988 dollars), an increase of 68 percent.

Reducing Future Cost Increases

To help ensure that future cost increases will not seriously reduce access and choice in higher education, the study considered strategies for families, governments, and institutions. These strategies include various means of reducing costs, increasing revenues, reapportioning costs, increasing family savings, and changing student aid. Tradeoffs between cost savings and other important objectives of higher education such as quality, access, and choice are also considered.

Five reports from the studies have been released:

- The Escalating Costs of Higher Education (November 1990) summarizes all work done by the Department on the college cost issue and discusses State and Federal policy options to help minimize future tuition increases.

- The Finances of Higher Education Institutions (November 1990) presents the views of college administrators on various aspects of their finances, including their ability to control costs and raise revenues.

- Tough Choices: A Guide to Administrative Cost Management in Colleges and Universities (November 1990) is a handbook on the process of performing a study to help make college administration more efficient.

- Trends in Institutional Costs (November 1990) examines in detail trends in college tuitions, expenditures, and revenues.

- Reducing Costs at Academic Research Libraries: A Consortial Approach (June 1990) details how a group of universities have shared resources to improve the quality of their library holdings while reducing costs.

Furthermore, the Department will soon be publishing a set of commissioned papers on various aspects of the college cost issue, including Faculty Utilization; The Market for Higher Education; The Ability to Afford Higher Education; Understanding the 'Quality' Issue in U.S. Higher Education; Public Sector Institutions; Expensive Institutions; and The Relationship Between College Expenditures and Tuition.

Student Financial Aid

The Federal government, States, and the private sector provided $27.9 billion in academic year 1989-90 to students to help finance their postsecondary education. Federal financial aid, consisting of grant, loan, and work-study programs, provided students with 73 percent of this total aid. Institutions awarded 21 percent and States awarded 6 percent of financial assistance.[1]

In combination, these programs provide students with student aid packages designed to meet their individual financial needs. The level of Federal aid students receive differs depending on their financial circumstances and the institutions they attend:

- The participation rates among undergraduates enrolled in the fall of 1986 differed by level of income. Fifty percent of dependent undergraduates with family incomes under $30,000 received Federal Title IV aid compared with 20 percent of the higher income dependent students and 40 percent of independent students. Of those dependents with family incomes greater than $30,000 who received Title IV aid, most received their aid in the form of Guaranteed Student Loans (GSLs).

- Needy dependent students receiving Title IV aid pay for a larger portion of their college costs with their aid than dependent students with higher family incomes, or independent students. Among undergraduates enrolled in the fall of 1986, dependent recipients of Title IV aid with family incomes of less than $30,000 had 43 percent of their college costs paid for with Title IV aid, compared with 35 percent for dependent recipients with incomes over $30,000, and 37 percent for independent students.

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[1] Source: The College Board, Trends in Student Aid: 1980 to 1990, August 1990.

Student Loan Defaults

The Department and Congress have become increasingly concerned about rising loan defaults in the Guaranteed Student Loan programs.

- The Federal government projects that defaults on Guaranteed Student Loans (GSLs) will cost taxpayers about $2.7 billion in FY 1991. Default costs will represent about 53 percent of total GSL program expenditures.

- Although the Department has increased collections on defaulted loans from $65 million in FY 1981 to $871 million in FY 1990, an estimated $11.5 billion of defaulted GSLs will be outstanding in FY 1991.

During FY 1990, Congress passed significant legislation and the Department of Education issued proposed regulations to reduce future default rates and to provide borrowers with better information and increased consumer protection, particularly at institutions with historically high default rates. For example:

- During FY 1990, the Department continued to publish comprehensive default reduction regulations. These regulations are based on statutory changes in the Omnibus Budget Reconciliation Act of 1989, the Budget Reconciliation Act of 1990, and further strengthening of the Department's program regulations. These major provisions require that:

  - An institution may not participate in the GSL programs if the Secretary of Education determines that the institution's cohort default rate is 35 percent or greater for fiscal years 1991 and 1992 and 30 percent or greater for fiscal year 1993 and later.

  - No Supplemental Loans to students can be made to undergraduate students enrolled at institutions with a default rate of 30 percent or greater.

  - Institutions with a default rate over 30 percent must implement a refund policy for all students which rebates a portion of tuition and fees according to how long the student was enrolled at the institution.

  - Students without regular academic credentials (such as a high school diploma or GED) are often admitted on the basis of a school's judgement of their ability to benefit from the course of study or training. These "ability to benefit" students must now pass an independently administered exam approved by the Secretary of Education.

- -- Each State guarantee agency must now help requesting lenders to locate borrowers who are less than 120 days delinquent on their loans.

- o The Department published a default reduction handbook, Reducing Student Loan Defaults: A Plan for Action. The handbook offers practical suggestions on reducing defaults to postsecondary institutions, lenders, State guarantee agencies and States. The handbook also examines the repayment experiences of former GSL borrowers, analyzes which students are most likely to default and the reasons for default.

  - -- Defaulters were four times more likely than nondefaulters to enter their postsecondary education without a high school diploma.

  - -- Defaulters were more than twice as likely to have dropped out of their postsecondary program.

  - -- Defaulters were more than twice as likely to be unemployed or underemployed (earning less than $10,000) than nondefaulters at the time when repayment was scheduled to begin.

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OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

EDUCATION OF DISADVANTAGED CHILDREN (CHAPTER 1, ESEA)
FORMULA GRANTS TO LOCAL EDUCATION AGENCIES
(CFDA No. 84.010)

I. PROGRAM PROFILE

Legislation: Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended, enacted as part of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (expires September 30, 1993).

Purpose: Chapter 1 provides financial assistance to local education agencies (LEAs) to meet the special needs of educationally deprived children who live in areas with high concentrations of children from low-income families. Recent amendments seek to improve further the educational opportunities of educationally deprived children by helping them succeed in their regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$1,015,153,000	1984	$3,003,680,000
1970	1,219,166,000	1985	3,200,000,000
1975	1,588,200,000	1986	3,062,400,000
1980	2,731,682,000	1987	3,453,500,000
1981	2,611,387,000	1988	3,829,600,000
1982	2,562,753,000	1989	4,026,100,000
1983	2,727,588,000	1990	4,768,258,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Services provided by Chapter 1 are designed to help students succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills (Goals 2, 3, 4, and 5). In recent years the program office has emphasized increasing participation and services at the kindergarten and prekindergarten levels (Goal 1).

Population Targeting

In school year 1987-88, Chapter 1 served almost 5 million children; 97 percent were enrolled in public schools. Chapter 1 participation is concentrated in the elementary grades, although prekindergarten and kindergarten participation levels have increased more than other levels when compared with 1986-87. In terms of racial/ethnic classification, 43 percent of participants are white, 28 percent are black, 25 percent are Hispanic, and the remaining 4 percent are American Indian/Alaskan Native, or Asian/Pacific Islander (III.1).

The U.S. General Accounting Office (GAO), in a January 1987 report, examined the extent to which Chapter 1 reading participants were properly selected (III.2). GAO reviewed records of 8,218 students in grades 2 and 4 in 58 schools, 17 school districts, and 8 States. The GAO study concluded that the Chapter 1 programs were conducted in schools that had the highest concentrations of low-income children within the district. The neediest of the educationally deprived students in those schools were selected for services.

The National Assessment of Chapter 1, in its final report, The Current Operation of the Chapter 1 Program (III.3), noted these findings:

- More than 90 percent of all school districts receive Chapter 1 funds; three-quarters of all elementary schools and one-third of all secondary schools provide Chapter 1 services.
- Districts generally select schools with high percentages of poor students; schools select students on the basis of low achievement.
- About 90 percent of elementary schools with high poverty rates (50 percent or higher) receive Chapter 1 services; almost all of the schools that do not are located in districts where poverty rates are above the national midpoint.
- About 75 percent of all Chapter 1 students are enrolled in districts and schools with poverty rates above the national midpoint.

In summarizing the findings from the assessment regarding targeting, the project directors identified two key concerns (III.4):

- Educational disadvantage was less strongly related to official family poverty status than to either long-term poverty or attending schools with high concentrations of poor children.
- Many low-achieving children attending Chapter 1 schools did not receive services while at the same time average or even above-average achievers in other schools participated. Higher-scoring students attended schools that did not serve many poor children; conversely low achievers not served attended schools with many poor low-achieving students.

Services

More than 70 percent of all Chapter 1 participants received reading instruction, and 44 percent received mathematics instruction. Eighteen percent each received other language arts or other instructional services. Overall, slightly more students received instructional services in 1987-88 than in 1986-87. The number of participants receiving supporting services declined from 1986-87 to 1987-88.

Key findings about program services from the final volume of the National Assessment of Chapter 1 (III.3) are as follows:

- Chapter 1 is primarily an elementary school program offering instruction in reading and mathematics.
- Chapter 1 generally increases services by increasing staff assigned to students, not by significantly increasing total instructional time.
- Services are typically provided outside the regular classroom for about 30 to 35 minutes daily. When time lost from the regular classroom is taken into account, Chapter 1 contributes only an additional 10 to 15 minutes to overall instructional time.
- Most Chapter 1 programs provide small-group instruction; about three-quarters of all Chapter 1 teachers instruct groups of eight students or fewer.
- Most Chapter 1 instruction is provided by teachers working alone or assisted by an aide; these teachers' educational levels and years of experience are similar to those of non-Chapter 1 teachers.
- Two characteristics of effective schools--a safe, orderly climate and parental involvement--occur less often in Chapter 1 schools with high poverty rates than in Chapter 1 schools with low poverty rates. For example, in high-poverty schools, principals reported student behavior in areas such as truancy, vandalism or theft, and fighting to be a problem one-and-one-half to two times as often as did principals in low-poverty schools.
- Since the Supreme Court's decision in Aguilar v. Felton in 1985, the number of private school students served with Chapter 1 funds has declined, from 184,500 in school year 1984-85 to 128,000 in school year 1985-86. In 1986-87, there was a modest increase from the previous year and 138,225 private school children received services.

The GAO, in an August 1987 report, also reviewed the impact of the Aguilar v. Felton decision on 15 school districts that varied in size and geographic setting, and on the number of students attending private, sectarian schools (III.5). The GAO review indicated that districts across the country generally settled on one or more of several common service delivery methods--public schools, neutral sites (stores, houses, libraries, etc.), mobile vans, portable classrooms, and computers. Implementing new service delivery methods was costly. The number of private, sectarian students served in the 15 districts dropped from 28,880 to 15,145 between the school years 1984-85 and 1985-86, but rose to 21,566 in school year 1986-87.

In 1987-88 Chapter 1 employed almost 144,000 full-time-equivalent staff. Approximately one-half of these were teachers. Although teacher aides accounted for 39 percent overall, the proportion of total staff they represented varied widely across States, from 10 to 82 percent (III.1).

Technical Assistance Centers (TACs), authorized under Section 1436(d), P.L. 100-297, provide technical assistance to State education agencies (SEAs) and LEAs in evaluation and program improvement. An evaluation of the TACs in 1988 found them to be doing an effective job (III.6). Among various findings were the following:

- TACs helped familiarize LEAs with research findings on effective schools and classrooms.
- TAC assistance has promoted greater coordination between Chapter 1 and regular instruction.
- TAC staff act as a reference service for virtually all their State and local clients.
- TACs are effective because they have gained the confidence of SEAs and LEAs by developing close working relationships.

A study conducted as part of the National Assessment of Chapter 1, The Design and Implementation of Chapter 1 Instructional Services: A Study of 24 Schools (III.9) found that:

- In the sample schools Chapter 1 added approximately 10 to 15 minutes per day to the time elementary students typically received in reading.
- This gain came at the expense of time in multisubject seatwork or other academic subjects.
- The remaining Chapter 1 instructional time was largely a substitute for instruction in the same subject by the regular program.

Program Administration

Included in the FY 1990 appropriation for Chapter 1 were three specific additional authorities:

1) under Section 1006, $380.6 million was specifically allocated to local education agencies in counties with especially high concentrations of children from low-income families. At the local level these funds are an indistinguishable portion of the local grant:

2) under Section 1405, States receive program improvement grants based on a statutory formula. Program resources can only be used for direct educational services in schools implementing Chapter 1 program improvement plans. In FY 1990, $12.5 million was appropriated for this purpose; and

3) under Section 1017, Capital Expenses, for which $25.7 million was appropriated in FY 1990. Funds are to be used for increases in capital expenses paid for under ECIA prior to 1985 to provide services to eligible private school children.

The final report of the National Assessment of Chapter 1 had the following findings on the administration of Chapter 1 prior to its reauthorization, when compared with the earlier Title I program (III.3):

- Most States and school districts continue to demonstrate and document compliance with Chapter 1 in ways similar to those under the former Title I, even though Federal requirements have changed.
- State and local practices have changed most in the areas of parental involvement (the number of advisory councils has decreased) and determination of the comparability of services (fewer calculations are performed and fewer districts shift resources among schools).
- Federal and State monitoring activities have declined under Chapter 1, but State and local administrators continue to devote substantial effort to ensuring compliance with Chapter 1's legal framework.
- Program improvement activities under Chapter 1 have increased at the Federal level. Most States devote relatively few administrative resources to program improvement, and school districts vary widely in their attention to improvement activities.
- At the Federal and State levels, the Chapter 1 program is administered by fewer staff than was Title I. At the local

level, the number of staff for some special functions has declined considerably. The change from Title I to Chapter 1 had little effect on the perceived responsibilities of most State and school district administrators.

Under the negotiated rulemaking requirements of the Hawkins-Stafford Amendments, the Department of Education sponsored a series of five regional meetings in the spring of 1988 attended by more than 700 representatives of educational organizations, including school board members, administrators, parents, and teachers. The purpose of the meetings was to solicit input for use in preparing program regulations, with specific attention to six key issues: targeting, schoolwide projects, State administration, national evaluation standards, parental participation, and program improvement. Following the five meetings, draft regulations were prepared on these topics and a two-day "modified negotiated rulemaking" session was held, attended by the Department and by 18 persons representing the spectrum of education interests who attended the regional meetings. The session's purpose was to review the Departmental draft regulations and to negotiate modifications. A Notice of Proposed Rulemaking was issued in 1988. Final regulations for the Chapter 1 program under P.L. 100-297 were issued on May 19, 1989.

A series of eight regional meetings, attended by approximately 1,400 people, was held in June 1989 in which the Department discussed the new regulations with representatives of educational organizations, State and local administrators, evaluators, principals, teachers, parents, and other interested individuals.

Eight Chapter 1 regional program improvement meetings attended by more than 3,000 people were held in January through March of 1990. The meetings focused on providing guidance on effective strategies for implementing program improvement activities and in identifying schools in need of improvement.

The statute required the Department to publish and widely disseminate a policy manual within 180 days of the time final regulations were published. A draft of the manual was reviewed with State Chapter 1 coordinators and with representatives of 18 major educational organizations in early fall of 1989. Input from these meetings, as well as from written comments, was used in developing the final policy manual which was released in April 1990.

A study conducted for the Department in 1989 (III.7) examined the processes and outcomes of the negotiated rulemaking requirements of the Hawkins-Stafford Amendments. The study assessed the effectiveness of the requirements on the basis of five criteria:

- Impact on the content of the regulations. The proposed regulations were different in several areas because of public input obtained through the new rulemaking requirements. The regulatory negotiation did not result, however, in the resolution of important questions involving new provisions for Chapter 1 program improvement and evaluation.

- Success in reaching early consensus on regulatory issues. Although the negotiation process did not promote early consensus on the most important regulatory provisions, it may have helped crystallize and publicize the positions of the various interest groups, thus permitting the public to comment on the Notice of Proposed Rulemaking (NPRM) with greater awareness of how other interests were responding. Indeed, statements of national association directors cast doubt on whether they considered consensus to be the ultimate goal of the negotiation.

- Impact on the public's understanding of the new law. The rulemaking requirements, especially the regional meetings, made a significant contribution to improving the interested public's knowledge and understanding of the Chapter 1 provisions of the Hawkins-Stafford Amendments, according to the comments submitted on the NPRM and the reports of persons interviewed for the study.

- Effects on the time needed to promulgate final regulations. Negotiated rulemaking and regional meetings added new steps to the rulemaking process. Although the Department moved quickly to carry out its Chapter 1 rulemaking responsibilities, it did not comply with the legislative requirement to promulgate final Chapter 1 rules within 240 days. The new requirements did not shorten the time required to develop final regulations.

- Cost. The estimated total cost of implementing the new requirements was about $1 million, which the study contractor considered to be a fairly reasonable expenditure in light of the increased public understanding of the new law.

In summary, although the new rulemaking procedures, especially the regional meetings, resulted in improved public understanding of the new Chapter 1 provisions, the lack of consensus on key regulatory issues meant that the new procedures exerted only limited substantive influence on the development of Chapter 1 regulations.

Outcomes

Achievement data for school year 1987-88 were reported to the Department by 46 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. Annual test scores were available for more than 1,000,000 Chapter 1 students in grades 2 through 12 who received reading instruction and for almost 631,000 who received mathematics instruction (III.1).

For Chapter 1 students tested in reading on an annual test cycle (fall-fall or spring-spring), gains were reported in all grades, except 12, with a high of 5 percentile points in grades 3, 4, and 6 and a low of 2 percentile points in grades 10 and 11. Pre- and posttest scores in grade 12 were the same. Overall, the largest gains were in grades 2 through 8.

For Chapter 1 students tested in mathematics on an annual test cycle, gains were reported in all grades except 12, ranging from 11 percentile points in grade 2 to 3 percentile points in grade 11. Grade 12 showed a one percentile point loss. The largest gains were in grades 2 through 6.

The second report of the National Assessment of Chapter 1, The Effectiveness of Chapter 1 Services, was published in 1986 (III.9). It synthesized evidence regarding the effectiveness of Title I and Chapter 1 programs. Key findings included the following:

- The achievement of disadvantaged students, especially in reading, has improved since 1965, relative to the achievement of the general population. The impact of Chapter 1 on these performance gains is, however, unknown.
- Students receiving Chapter 1 services show larger increases in achievement test scores than comparable students who do not. However, they still perform substantially below the achievement level of more advantaged students.
- Students participating in Chapter 1 mathematics programs gain more than those participating in Chapter 1 reading programs.
- Students in Chapter 1 programs in the early elementary grades gain more than students in later-grade programs.
- Students who discontinue participation in the Chapter 1 program appear gradually to lose the gains they made when receiving services.
- Chapter 1 students with very low achievement scores appear to maintain their relative academic positions; evidence suggests they would have lost ground without Chapter 1 services.

Improvement Strategies

New provisions intended to increase program accountability include measures to promote program improvement, target resources where needs are greatest, provide additional flexibility, strengthen parental involvement, and improve services for children enrolled in private schools. These are summarized below:

- Program improvement. The new provisions require the local education agency to identify unsuccessful projects and improve them; consider achievement in both basic and more advanced skills when assessing project success; and assure that it will allocate time and resources for frequent and regular coordination of the curriculum and activities of Chapter 1 projects with its regular instructional program.
- Targeting funds. The new provisions refine the selection of eligible areas and schools by defining areas with high concentrations of children from low-income families; restrict the "grandfathering" of formerly eligible areas to one year; and require funds to be directed to children determined, through an annual needs assessment, to be in greatest need of special assistance.
- Flexibility. The new provisions allow a local education agency to reserve up to 5 percent of its funds for innovative projects; and permit the use of Chapter 1 funds to upgrade the entire educational program in schools with high concentrations of children from low-income families without matching contribution of State and local funds. The new provisions also allow for an alternative assessment procedure after approval by the Department.
- Parental involvement. The provisions specify that consultation with parents be organized, systematic, ongoing, informed and timely; clarify that allowable parental involvement activities may be supported with Chapter 1 funds; and require that parental involvement occur in the planning, design, and implementation of programs.
- Services to private school children. The provisions authorize payments to cover capital expenses incurred by the local education agency in providing equitable services to eligible private school children; and require the Secretary of Education to investigate and resolve, within 120 days, complaints regarding inequitable services to eligible private school children.

To determine the early State-level implementation of the new statutory provisions, the Department commissioned a study of State Administration of the Amended Chapter 1 Program (III.8). This study, for which data was collected in January 1990, concluded:

- As a group, the Chapter 1 State coordinators viewed the new provisions for program improvement as a low priority and burdensome.

- A majority of States used the minimal achievement standard established in the Chapter 1 regulations (no gain or a loss in normal curve equivalents) to determine whether schools are in need of program improvement.

- Only eight States had begun to spend their program improvement grant money.

- Moreover, some SEA coordinators reported in interviews that their Committees of Practitioners had discouraged them from setting high standards for schools in need of improvement.

- Over 5,000 schools were identified as in need of improvement, about 10 percent of all Chapter 1 schools. Approximately 26 percent of these schools are fully implementing their program improvement plans.

- Schoolwide projects increased from 199 in 1988-89 to 621 in 1989-90. The strategies that schoolwide projects used were rather conventional; three-fourths of the schoolwide projects focused on reducing class size.

- Innovation projects were rare--they were in only 97 districts nationwide.

FY 1990 was the seventh year of the Secretary's Initiative to Improve the Education of Disadvantaged Children. As part of this initiative, State education agencies were asked to identify, for possible national recognition, projects or programs that demonstrate successful strategies for helping disadvantaged children upgrade their academic performance. The Department received 154 nominations, of which 93 were selected for recognition and national dissemination. Altogether, 679 projects have been recognized to date.

Volume VI of the Effective Compensatory Education Sourcebook, to be published in early 1991, will contain profiles of outstanding programs recognized by the Department in 1990.

A Study of Programs Involving College Students as Tutors in the Elementary and Secondary Grades, required by Section 6204, P.L. 100-297, collected nationwide survey data on college tutoring programs that serve disadvantaged elementary/secondary school students. The study examined the structure and effectiveness of tutoring programs in the United States and other countries and the feasibility of adapting these or other programs to increase the effectiveness of present Chapter 1 services for educationally disadvantaged students.

III. SOURCES OF INFORMATION

1. Chapter 1 Annual State Performance Reports; required reports submitted annually by SEAs to the U.S. Department of Education.

2. Compensatory Education: Chapter 1 Participants Generally Meet Selection Criteria (Washington, DC: U.S. General Accounting Office, 1987).

3. The Current Operation of the Chapter 1 Program (Washington, DC: National Assessment of Chapter 1, Office of Educational Research and Improvement, U.S. Department of Education, 1987).

4. Beatrice F. Birman and Mary M. Kennedy, "The Politics of the National Assessment of Chapter 1," Journal of Policy Analysis and Management, Vol. 8, No. 4, 613-632 (1989).

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IV. PLANNED STUDIES

A number of studies were begun or continued in FY 1990, including the following:

- A Study of Academic Instruction for Disadvantaged Students examines instruction that students in high poverty schools receive in Chapter 1 and the regular school program. The study is assessing curricular exposure and teacher quality to address concerns about tracking, lower standards, and lower-quality instruction for disadvantaged children.

- A Study of the Implementation of P.L. 100-297 and Its Impact on Accountability is a multiyear study that will examine State and local implementation of the new Chapter 1 program requirements under P.L. 100-297 through an LEA mail survey and site visits to SEAs, LEAs, and schools. Information will be collected on program improvement, schoolwide projects, evaluation procedures, and parental involvement.

- Design of the National Longitudinal Study of Chapter 1 is the first stage of the National Longitudinal Study of Chapter 1. The Longitudinal Study will assess students' success through "significant participation" in Chapter 1. Success will be measured in terms of basic and higher order skills; avoidance of behavioral problems such as delinquency, and truancy; avoidance of dropping out; employment and earnings; and enrollment in postsecondary education. The "best practices" component of the longitudinal study will also identify exemplary practices to serve as models for Chapter 1 programs throughout the Nation. The longitudinal study will be conducted in two stages. In the design stage, plans are continuing for selecting sites and students, data collection, and analysis. The contractor is developing the instruments, drawing the sample, and contacting the sites. In the implementation stage, there will be six data collections from students and young adults, teachers, principals, administrators, and parents.

- A study of Chapter 1 Dropout and Secondary School Programs uses a case study methodology to gather detailed data on the design and implementation of services provided to secondary school students under Chapter 1.

- A Study of Chapter 1 Services to Limited English Proficient Students is examining the criteria and processes used in selection of students with limited English proficiency for participation in Chapter 1 programs. Case studies will be conducted in a variety of school districts representing a range of approaches to the selection process.

- Observations in Preschool Programs will use interviews and observations in child care centers to determine the range of experiences in extrafamilial care for preschool children. A substudy of Chapter 1 programs using Chapter 1 Evaluation and Technical Assistance funds is also being conducted to examine child outcomes as well as the quality of the early childhood education offered.

- Mandated Study of Funds Distribution supports analyses of funds allocation in Chapter 1 and other programs as required by P.L. 100-297. The study examines funds distribution by the characteristics of the States and districts and the feasibility of providing breakdowns by Congressional district. It also examines alternative funding formulae, poverty measures, and fiscal effort indicators.

Several studies began early in FY 1991:

- Special Strategies in Chapter 1 Programs accompanies the Chapter 1 Longitudinal Study Design and the Chapter 1 Longitudinal Study Implementation. Two contracts were awarded, one that focuses on urban sites and one that concentrates on suburban and rural sites. The purpose of these case studies is to provide additional information on appropriate strategies which support success for Chapter 1 children.

- The Identification of Effective Practices for At-Risk Students is a component of an international study of children and youth at-risk initiated by the Organization for Economic Cooperation and Development (OECD) with participation by the Department. The focus of the U.S. study to (1) document the educational deficiencies to be overcome in the U.S.; (2) compare our Nation's experience in compensatory education with those of other countries; and (3) highlight effective strategies for serving the educationally at-risk populations in Chapter 1 and related programs.

- 1992 National Assessment of Chapter 1. Legislation enacted in the spring of 1990 requires the Department to conduct a comprehensive national assessment of the Chapter 1 program. The law requires information on a number of topics related to the basic grants program in addition to information on Even Start and Migrant programs. The information required on the Chapter 1 basic grants program includes the following: implementation of the provisions in the statute relating to participation of private school children, program improvement, parental involvement, schoolwide projects, and coordination with other programs. The legislation also requires descriptions of funds allocations to schools, recipients of services, the types of services delivered, and the background and training of teachers and staff. Information is also required on program outcomes such as student achievement, student attendance, behavior, and grades, and the development of curricula that are effective in instructing students in basic and more advanced skills. The Department is required to submit an interim report to Congress by June 30, 1992, and a final report by December 1, 1992.

- Chapter 1 Targeting and Resource Allocation Study combines replication of the Targeting and Resource Allocation studies of the previous National Assessment of Chapter 1. These studies which will support the 1992 National Assessment of Chapter 1, will look at how districts select Chapter 1 schools and students and the effects of those procedures, and at how districts allocate resources among schools and the resulting resource distributions.

V. CONTACTS FOR FURTHER INFORMATION

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Program Studies : Howard Essl, (202) 401-1958

MIGRANT EDUCATION PROGRAM (MEP) (CHAPTER 1, ESEA) FORMULA GRANTS TO STATE EDUCATION AGENCIES TO MEET THE SPECIAL EDUCATION NEEDS OF MIGRATORY CHILDREN
(CFDA No. 84.011)

I. PROGRAM PROFILE

Legislation: Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title I, Chapter 1, Part B and Part D, Subpart 1 (20 U.S.C. 2741-2749 and 20 U.S.C. 2781-2783) (expires September 30, 1993).

Purpose: To provide financial assistance to State education agencies (SEAs) to establish and improve programs to meet the special education needs of migratory children of migratory agricultural workers or fishermen and to improve the interstate and intrastate coordination activities required of State and local migrant education programs funded under Chapter 1. To provide financial assistance to SEAs or SEA consortia to improve the educational opportunities of migrant preschool children and parents through the integration of early childhood education and adult education into a unified program.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 9,737,847	1984	$258,024,000
1970	51,014,000	1985	264,524,000
1975	91,953,000	1986	253,149,000
1980	245,000,000	1987	264,524,000
1981	266,400,000	1988	269,029,000
1982	255,744,000	1989	272,144,600 1/
1983	255,744,000	1990	283,264,919 2/

1/ Includes an appropriation of $440,600 for the Migrant Education Even Start program.

2/ Includes an appropriation of $726,030 for the Migrant Education Even Start program.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Migrant Education program (MEP) supports preschool projects which increase readiness to learn in school (Goal 1), as well as instructional and support services which serve educationally disadvantaged migrant children at both the elementary and secondary levels and in both the regular and summer terms. These services support achieving Goal 2 (increase in school graduation rate), Goal 3 (competency in subject matter), and Goal 4 (achievement in science and mathematics).

Population Targeting

Data on MEP students are available from two major sources: the Migrant Student Record Transfer System (MSRTS) data base and annually submitted State performance reports. MSRTS provides data on students eligible for, although not necessarily receiving, MEP-funded services. State performance report data, which are based on the number of students receiving MEP-funded services, may include duplicated counts across States.

According to data from MSRTS, over 550,000 children were identified as eligible and enrolled on the MSRTS in calendar year 1989. However, eligible children enrolled on MSRTS may not actually receive MEP services (III.1). According to a recent analysis of MSRTS data from the 1985-86 school year, only 57 percent of the currently migratory children enrolled on MSRTS and only 56 percent of the formerly migratory children enrolled on MSRTS received supplementary program services funded by some special program (including but not limited to the MEP). Only 44 percent of the currently migratory children enrolled on MSRTS and only 47 percent of the formerly migratory children enrolled on MSRTS received MEP-funded services (III.2).

According to information from the annual State performance reports, almost 350,000 students in school year 1987-88 participated in services funded through the MEP. States with more than 10,000 participants were California, Texas, Florida, Arizona, Michigan, Oregon, and Washington. Together these States accounted for 68 percent of the total number of program participants. States with fewer than 100 participants were West Virginia, Rhode Island, the District of Columbia, and South Dakota (III.3).

In 1987-88, approximately 175,450 (50 percent) of the participants were formerly migratory, almost 112,780 (32 percent) were currently migratory across States, and over 61,480 (18 percent) were currently migratory within a single State (III.3).

Data from case studies of six States and ten local projects suggest that children attend school for more of the school year than was the case in past years, with an increasing number of currently migratory children moving only during the summer months. In the ten sites visited, 36 percent of the currently migratory children moved during the summer months and 64 percent moved during the regular school year (III.4).

Of the 350,000 total MEP participants reported by the States in 1987-88, 75 percent were Hispanic, 12 percent were white, and 4 percent were black. Slightly more than half (52 percent) were male (III.3).

In 1987-88, 12 percent of MEP regular-term participants were in preschool or kindergarten; 54 percent were in grades 1 through 6; 21 percent were in grades 7 through 9; and 12 percent were in grades 10 through 12. Twenty-two percent of summer-term MEP participants were in preschool or kindergarten; 57 percent were in grades 1 through 6; 13 percent were in grades 7 through 9; and 7 percent were in grades 10 through 12 (III.3).

Standardized test scores show that MEP participants are highly disadvantaged educationally. In 1987-88, mean pretest scores reported for migrant students ranged from 15th to the 44th percentile in reading, and from the 23rd to the 51st percentile in mathematics (III.3).

While data from case studies of six States and ten local projects indicate that migrant students and Chapter 1 students have similar needs, migrant students show greater need for information-sharing across schools, support services, and English as a Second Language (ESL) instruction/oral language development (III.4).

Several studies suggest that, both historically and currently, a number of the most needy migratory children are not being identified:

- "In addition to classic migrants, there appear to be a set of migrants who do not have home base locations in the normal sense...[such as the] "Biker" migrants in Idaho....These groups include family units with children who are in desperate need of a good education....We don't know their numbers or the patterns of work they follow" (III.5).

- Although a few State or regional agencies encourage local site participation, some sites, even those with large migrant populations, choose not to participate (III.4).

- The current system for allocating funds and the Federal capping of the MEP appropriation have a number of built-in disincentives that ensure that some migrant children will not be enrolled in the program. When allocations shrink, such "nonessentials" as active identification and recruitment are reduced to protect standard educational services. This is especially true in the States that are home bases for migrants. The children most in need of the services, the ones who are most isolated and who move most frequently, are the ones most likely to be ignored by "laissez-faire" recruitment efforts (III.5).

According to an audit by the Department of Education's Office of the Inspector General, the statutory definition of an eligible migratory child allows a significant number of children to be counted and served as migrants even though their education has not been interrupted (III.6).

A recently completed set of case studies reported that effective migrant projects actively recruit migrant students. Recruitment techniques include intensive door-to-door canvassing of the migrant community; establishing relations with employers, health providers and other social service agencies; and encouraging word-of-mouth advertising of the program's existence through the families of already recruited migrant children (III.7).

The case studies of effective projects indicated that direct access to MSRTS is critical so that information on student needs can reach those responsible for needs assessment and student selection as quickly as possible once a student is recruited and enrolled (III.7).

Services

In FY 1990, the Department awarded $274,029,098 in State MEP grants to 49 States, the District of Columbia, Puerto Rico, and the Northern Marianas; $6,509,789 in interstate/intrastate coordination contracts, including MSRTS, to seven States; and $726,030 in Migrant Even Start grants to four SEAs (III.1).

Some students served by the MEP also receive services from other special programs, including Chapter 1, State compensatory education, special education, and State or Federal bilingual and English as a Second Language (ESL) programs (III.4).

The analysis of MSRTS data from 1985-86 indicates that 74 percent of the supplemental program services provided to migrant children during 1985-86 were funded by the MEP (III.2).

An analysis of one State's 1984-85 student participation data indicates that, of children served in the MEP, 16 percent were also served in Chapter 1; 10 percent were also served in the State compensatory program; 6 percent were also served in special education; and 35 percent were also served in bilingual education programs (III.8).

Services for migrant students often parallel services provided by Chapter 1 Local Education Agency (LEA) Grants and other special programs except in the areas of support service, language problems, and summer school (III.4).

Table 1

1987-88 Migrant Education Program Participation by Service Area and School Term

	Regular Term		Summer Term	
	Number	% of Participants	Number	% of Participants
Instructional Services				
Reading	135,789	(44%)	74,763	(71%)
Mathematics	96,932	(31%)	72,572	(69%)
English to Limited-English Background Students	51,139	(17%)	27,072	(26%)
Other Language Arts	50,618	(16%)	46,045	(44%)
Vocational	11,977	(4%)	11,605	(11%)
Other	41,084	(13%)	54,218	(51%)
Supporting Services				
Attendance and Guidance	203,570	(66%)	76,608	(73%)
Health	100,242	(33%)	29,651	(28%)
Dental	49,900	(16%)	17,992	(17%)
Transportation	33,158	(11%)	63,254	(60%)
Nutrition	24,501	(8%)	60,903	(58%)
Other	48,854	(16%)	19,521	(19%)

Source: III.3.

According to findings from case studies of six States and ten local projects, programs offered during the summer differ markedly from regular-year programs. Instead of funding services that supplement and complement the basic education program, agencies that operate MEP summer school projects for migratory children take on responsibilities much like those of school districts during the regular year. The projects studied offered regular instruction or individualized tutoring in English, language arts, mathematics, science, and social studies. They also provide transportation, meals, and physical education classes. In all cases, the summer school programs for migrant children were the only public summer school programs offered in the areas visited (III.4).

The recently completed case studies of effective migrant projects (III.7) indicate that effective projects employ the following strategies:

- Extended-day and after-school activities -- including homework centers (where teachers/aides are available to help students with homework assignments) and extra tutorial assistance that cannot be easily accommodated during the regular school day;

- Flexible course offerings and part-time study combined with work opportunities -- to better serve secondary students in danger of dropping out;
- Establishment of preschools at migrant work camp sites; and
- Integration of services through the sharing of teacher's aides across compensatory programs.

The case studies of effective migrant projects also indicate that such projects typically have well-qualified and dedicated staff, including a project director who is a strong leader yet is willing to provide staff with leeway for innovation and who has access to the highest levels of district administration (III.7).

Home-school liaison personnel or other local project staff develop contacts with health care providers, public agencies, and clinics, and call on them when migrant children need assistance (III.4).

In 1987-88, the MEP funded almost 10,550 full-time equivalent (FTE) staff in the regular school term; in the summer term, almost 10,300 FTE staff were funded by the MEP (III.3).

Table 2

1987-88 Migrant Education Program Staffing in FTEs by School Term

	Regular Term		Summer Term	
FTE Staff				
TOTAL	10,549	(100%)	10,295	(100%)
Administrative	411	(4%)	492	(5%)
Teachers	2,463	(23%)	4,003	(39%)
Teacher Aides	4,899	(46%)	3,178	(31%)
Curriculum Specialists	181	(2%)	135	(1%)
Support	930	(9%)	1,027	(10%)
Recruiters	701	(7%)	478	(5%)
MSRTS Data Entry Specialists	585	(6%)	320	(3%)
Other	380	(4%)	659	(6%)

Source: III.3.

In 1987-88, the ratio of MEP teachers or aides to regular-term migrant participants was 1:41.9; the ratio of teachers or aides to summer-term participants was 1:14.7. The ratio of total MEP staff to migrant participants was 1:29.2 in the regular term and 1:10.2 in the summer term (III.3).

Program Administration

According to an ethnographic study of the effects of migration on children, the isolation of the migrant child from the rest of the community in which the child lives can be extreme and requires a greater emphasis on outreach activities than do programs for other populations (III.9).

The case studies of six States and ten local projects indicated that "most identification and recruitment activities can be more accurately described as recertification. Recruiters rarely spend any measurable time locating and enrolling children who are not attending school" (III.4).

The ethnographic study of the effects of migration on children corroborates this finding, adding that "too many programs believe that outreach is something you can live without....Yet, without outreach, the most isolated and most needy migrants will have no access to the program. At best, the services start going to settled-out migrants, who have less need" (III.10).

One study by the Department's Office of the Inspector General found that the Department's Office of Migrant Education (OME) has not adequately guided the States and monitored their recruitment practices (III.6). However, a number of corrective actions taken in response to study findings have increased the effectiveness and consistency of guidance provided to the States (III.11).

Findings from the case studies of six States and ten local projects suggest that local conditions affect the way that eligible children are selected to receive MEP-funded services. The local conditions include resource adequacy, programs in the schools children attend, allocation of funds to different service areas, types of services offered by the MEP and other special programs, and children's needs. Local school staff often are responsible for assigning migrant children to instructional services. While project staff are aware of the regulatory priorities for serving currently before formerly migratory students, eligible students are selected to receive services mainly according to their needs (III.4).

The case studies also identified various problems related to current local practices, MSRTS, and student mobility that reduce the likelihood that migrant students with disabilities will be identified and served appropriately. These problems include the lack of local expertise with Federal and State regulations regarding services to students with disabilities; either lengthy or limited procedures for identification, assessment, and remediation of children's needs; and limited space on the MSRTS student record to record information on disabling conditions and treatments (III.4).

Findings from the case studies of six States and ten local projects indicate that, although the statute identifies the Chapter 1 MEP as a State-operated program, control over program decisions is mainly at the local level. Different models for program administration were observed in the six States studied, sometimes within the same State. For example, 1) SEA supervises, regional office administers; (2) SEA assigns a few SEA staff, obtains help from a nonproject operating agency; (3) SEA administers, regional office provides technical assistance. Although the States share the responsibility (and receive discretionary funds) for improving inter/intrastate coordination, local initiative is often the only source for such coordination of migrant educational services (III.4).

Because of poor LEA attention to the completeness, accuracy, and timeliness of data made available through the MSRTS, MSRTS data files on individual students may contain out-of-date information, or no information, for many variables of interest. Moreover, because only about 1,300 LEAs receive MEP subgrants, the information on eligible migrant children who move to a nonrecipient LEA may not be updated until the children reach another LEA with an MEP project and a link to MSRTS (III.1).

A 1986 survey of Texas migrant education staff indicated that, although most teachers considered the MSRTS educational skills data to be useful, smaller percentages (for the reading data as few as 47 percent) found it current. Only slightly more than half of the counselors surveyed found the MSRTS secondary credit accrual data to be useful, and fewer than two-thirds found it accurate. Fewer than half of the counselors considered the MSRTS minimum graduation requirements data to be sufficient for use (III.12).

According to the case studies of six States and ten local projects, teachers report that they are more likely to use district records or their own judgment than information from the MSRTS for determining students' instructional backgrounds and need. District staff in the ten local projects studied used MSRTS information on elementary students' medical histories, secondary students' credit accrual, and students' educational experiences to reinforce teacher judgment (III.4).

In FY 1990, the National Association of State Directors of Migrant Education (NASDME) completed a survey of MSRTS utilization by State and local migrant education personnel. The major findings of the survey are as follows: (III.13)

- The MSRTS education record was perceived useful about 50 percent of the time in the regular term and about 60 percent of the time in the summer term. The MSRTS health record was perceived useful about 58 percent of the time in the regular term and between 59 percent and 71 percent of the time (depending on the task for which the record is used) in the summer term.

- The education record was perceived as timely 51 percent of the time in the regular term and 58 percent of the time in the summer term. The health record was perceived as timely 62 percent of the time in the regular term and between 57 percent and 64 percent of the time (depending on the task for which the record is used) in the summer term.

- The education record was perceived as complete 77 percent of the time in the regular term and 75 percent of the time in the summer term. The health record was perceived as complete 71 percent of the time in the regular term and about 69 percent of the time in the summer term.

Findings from the case studies suggest that State funding applications generally underreported the amount of program expenditures used for program administration. For example, regional office costs were sometimes listed as State agency charges and sometimes as local agency charges. Some Statewide program costs, such as evaluation and nonproject operating costs, are not listed in the summary budgets. Indirect cost rates were not always presented in the State budgets, and were never presented in the regional or local agency budgets (III.4).

Teachers' or teacher aides' salaries account for the largest portion (69 percent) of local program expenditures. Program expenditures for support services are uniformly a small percentage (6 percent) of a local project grant (III.1).

The MEP per-pupil costs are higher than in the basic Chapter 1 program. Migrant children receive more services, both instructional and support, from the MEP than do students participating in the Chapter 1 LEA Grant program. The children also receive different types of services; for example, migrant children received English-language instruction, whereas Chapter 1 children received remedial reading assistance. The MEP has costs associated with it (e.g, recruitment/recertification and MSRTS) that are not part of the Chapter 1 LEA Grant program (III.4).

Outcomes

An FY 1990 reanalysis of 1978-79 summary data from the Research Triangle Institute (RTI) study indicates that the reading and mathematics pretest scores for currently and formerly migrant students in grades 2, 4, and 6 are not significantly different, indicating that currently and formerly migrant children appear to be equally disadvantaged (III.14).

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The dropout rate for migrant students has declined from approximately 90 percent as reported in the early 1970s to between 45 percent and 64 percent in 1987 (III.15). (Nationally, approximately one-quarter of students fail to graduate.)

In 1987-88, 36 States (out of the 49 with programs during the regular school term) reported achievement data for the regular term on over 113,000 MEP students tested in reading and over 99,000 MEP students tested in mathematics. Seventeen States (out of 46 with summer programs) also reported achievement data for the summer term on over 6,700 MEP students tested in reading and almost 6,300 MEP students tested in mathematics (III.3).

Data on testing of regular term MEP students showed the following results (III.3):

- MEP students score poorly relative to other students on standardized tests. Posttest performance of MEP students generally fell in the second quartile in reading and mathematics, indicating that a majority of American students scored better than students in the MEP.

- Math performance was generally higher than reading performance.

- Annual changes from pre- to post-test ranged from -1 to +3 percentiles in reading and from 0 to +7 percentiles in mathematics but these gains are based on small numbers of students nationally.

The 1988 statute requires SEAs and LEAs to evaluate and report the findings of their evaluations at least every two years. The Department is also required to report evaluation results to Congress at least that often (III.16).

Improvement Strategies

The statute changes the basis for funds allocation so that a State's allocation is now based on the full-time-equivalent number of resident migrant children ages 3 through 21 rather than those ages 5 through 17. The statute further requires that all currently migratory children (including preschool-age children and teenage dropouts) be given priority in consideration of program services over formerly migratory children (III.16).

The statute allows the Department competitively to award a contract for the MSRTS beginning in FY 1992. To date, the contract has been a sole source award. It also mandates the creation of a National Commission on Migrant Education and specifies a number of research questions that the Commission is to address regarding the operations and outcomes of the program. Many of the research questions listed in the National

Commission's mandate are being addressed in the large-scale study of MEP operations begun by the Department in October 1988 (III.16).

On October 23, 1989, the Department issued final Migrant Education program regulations after considering nearly 5,000 comments responding to an earlier Notice of Proposed Rulemaking. Major changes from previous regulations include special MSRTS enrollment procedures for children recruited at stopover sites; requirements for fulfilling certain aspects of the basic Chapter 1 authorizing legislation with regard to parental involvement and coordination with regular education programs and handicapped and bilingual programs; a permissible rate of error of 5 percent in eligibility determinations; service priorities and application procedures emphasizing the needs of currently migratory children; new evaluation and needs assessment requirements, including national standards; expanded coordination requirements; and State rulemaking requirements (III.17).

In FY 1990, the Department issued nonregulatory guidance on eligibility and quality control (III.18) and circulated, for public comment, a draft Policy Manual that provides, in a question-and-answer format, detailed guidance on implementing the statutory and regulatory requirements of the program. The following major issue areas are addressed in the draft Policy Manual: State applications, subgrants, needs assessment, coordination, identification and recruitment, student eligibility, program services, parental involvement, general administrative and fiscal requirements, State administration, evaluation, MSRTS, audits, and grantbacks. A final Policy Manual, which incorporates changes and additions in response to public comments, will be released in FY 1991 (III.19).

During FY 1990, the Department awarded seven new contracts with SEAs under the interstate/intrastate coordination program. The funded activities include: the establishment of three Migrant Program Coordinating Centers (PCCs) which provide training and assistance in issues of interstate and intrastate coordination related to curriculum and instruction, program management, evaluation, and program improvement; the establishment of a national program of credit exchange and accrual to assist migrant secondary students in meeting high school graduation requirements; the improvement of preschool projects for migrant students; the improvement of summer school projects for migrant students; and enhancement of parental involvement in migrant programs (III.1).

The Department has encouraged State and local projects to work with the Chapter 1 Technical Assistance Centers (TACs) and Rural Technical Assistance Centers (R-TACs) to develop evaluations that will provide useful data for local, State, and national analysis and program improvement (III.1).

In FY 1990, the Department worked cooperatively with the National Association of State Directors of Migrant Education (NASDME) and the TACs to develop a new Migrant Education Needs Assessment and Evaluation System (MENAES) which will be used, in concert with MSRTS, to collect, aggregate, and report more detailed data on student characteristics and achievement. A series of four regional workshops was held in late 1990 to train migrant educators in the use of MENAES. Implementation will lead to the generation of evaluation reports by late 1991 in fulfillment of the new evaluation requirements of the Hawkins-Stafford amendments (III.20).

In FY 1989, the Department completed a study of State identification and recruitment practices and disseminated study findings (III.9) and training materials (III.21) on effective identification and recruitment practices. These materials were used by the PCCs to provide training to States and local projects in FY 1990. Broader dissemination is planned in FY 1991.

In FY 1990, the Department continued a large-scale study of program operations in order to answer questions of interest to Congress and the National Commission on Migrant Education. Data collection for this study was conducted in FY 1990 and results will be available in late FY 1991. In addition, in FY 1990, the Department completed a study of migrant secondary school projects (III.1).

In FY 1990, the Department began a study of the costs of migrant summer school projects in order to develop recommendations for a revised summer school funding formula that is better keyed to the summer school needs of currently migratory children. Results of that study will be available in FY 1991 and will be considered before publishing any formal proposal to adopt another adjusted formula.

III. SOURCES OF INFORMATION

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21. National Migrant Evaluation Committee Report (San Antonio, TX: National Association of State Directors of Migrant Education: 1990).

IV. PLANNED STUDIES

In FY 1991, the Department will analyze and report on State-reported participation and achievement data for the 1987-88 and 1988-89 school year. The Department is also planning to fund, in FY 1991 and 1992, several interstate/intrastate coordination grants to establish demonstration projects employing effective practices.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Francis V. Corrigan, (202) 401-0740

Program Studies : James J. English, (202) 401-1958

FORMULA GRANTS TO STATES FOR NEGLECTED OR DELINQUENT CHILDREN
(CFDA No. 84.013)

I. PROGRAM PROFILE

Legislation: Elementary and Secondary Education Act of 1965, Chapter 1, Part D, Subpart 3 as amended (20 U.S.C. 2801) (expires September 30, 1993).

Purpose: To provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 2,262,000	1984	$ 32,616,000
1970	16,006,000	1985	32,616,000
1975	26,821,000	1986	31,214,000
1980	32,392,000	1987	32,616,000
1981	33,975,000	1988	32,552,000
1982	32,616,000	1989	31,616,000
1983	32,616,000	1990	32,791,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Services provided by the Neglected or Delinquent (N or D) program are designed to help students continue their education while they are institutionalized (Goal 2). Classes are usually in mathematics, reading, and language arts (Goals 3 and 4). The program is intended to increase the literacy of program participants, many of whom are over 18 years old, to better prepare them to gain employment and become productive citizens after leaving the correctional facilities (Goal 5).

Population Targeting

Approximately 52,400 participants were served in the 1987-88 school year. Some 60 percent of those served were in institutions for delinquent children, 37 percent were in adult correctional facilities, and 4 percent were in institutions for neglected children.

To be eligible for Chapter 1 N or D services, youth must be under age 21, lacking a high school diploma or its equivalent, and be enrolled in the facility's education program at least 10 hours a week.

Over one-half of the participants were 17 through 21 years old; 88 percent were males; and 45 percent of the participants were black, 37 percent white, 16 percent Hispanic, 1 percent American Indian or Alaska Native, and 1 percent Asian or Pacific Islander (III.1).

The Study of the Chapter 1 Neglected or Delinquent program (III.2), collected data on the N or D program in juvenile and adult correctional facilities. It found that:

- Approximately half of the eligible population in participating facilities receive Chapter 1 N or D services.

- Facilities most often use scores on standardized tests to determine which youth are in greatest need of services. However, there is little variation between Chapter 1 students and eligible but nonparticipating students in demographic characteristics or pre-institutional experiences.

- Close to half (42 percent) of Chapter 1 N or D participants were high school dropouts prior to receiving N or D services in the facilities. On average, the highest grade participants have completed is three years below the highest grade completed by their age group.

- Chapter 1 participants in juvenile facilities are more likely to be younger, to have been in school at the time of commitment, and to intend to return to school after release than participants in adult facilities.

- The average age of Chapter 1 participants in correctional facilities is 17.5. The average age of participants in juvenile facilities is 17, whereas for those in adult correctional facilities, the average age is 20.

Services

Chapter 1 programs for neglected or delinquent children generally provide supplementary reading, language arts, and mathematics instruction. Supplementary instruction in reading was provided to 71 percent of the participants; supplementary instruction in math was provided to 68 percent. A pullout model of small classes is used most frequently.

Findings from the Study of the Chapter 1 N or D program include the following:

- Chapter 1 N or D participants spend an average of five hours per week in Chapter 1 reading classes and five hours per week in Chapter 1 mathematics classes in juvenile facilities. In adult facilities, they spend the same amount of time in reading classes, but slightly less time (four hours) per week in Chapter 1 mathematics classes (III.2).
- Teacher-developed materials, workbooks, practice sheets, and textbooks are used in most Chapter 1 N or D classes. The curricular sequencing and materials are matched to each student's skill deficiencies; however, the instructional methods used are the same for all students. Teachers often lack strategies for instructing multi-ability-level classes of students (III.3).

Program Administration

The Study of the Chapter 1 N or D program (III.3) found that:

- Administration of the N or D program is complicated by the number and diversity of involved staff and the relatively low time commitments made by these staff to administering the program. The SEA, the State Applicant Agency (SAA) and one or more staff at participating facilities are all involved in program administration, yet on average spend less than half of their time on N or D responsibilities.
- The SEAs review and approve SAA applications, provide infrequent technical assistance, and monitor the program.
- The SAAs play the key role in administering the program. They develop programs, allocate funds to participating facilities, conduct on-site monitoring of programs, provide technical assistance, and oversee program operations.
- Facility-level administrators implement policies and procedures established by the SAA.
- Juvenile facilities are more likely to participate in the Chapter 1 N or D program and to have more participants per facility than adult correctional facilities.
- Chapter 1 N or D funds account for 10 percent of total education funding at participating facilities. However, the Chapter 1 program assumes a more substantial role in the overall education program at juvenile facilities where it represents 14 percent of all education funding, than in adult facilities where it represents only 5 percent of total education funding.
- Chapter 1 is an important source of funding for computer purchases, staff training and development, and instructional

aides. The Chapter 1 N or D funds provide 43 percent of the facilities' expenditures for computer-related purchases, 21 percent of expenditures for staff training and development, and 47 percent of expenditures for instructional aides.

- Program administrators at the State and facility level report several administrative problems associated with the Chapter 1 N or D program. They include:

  -- lack of congruence between Chapter 1 N or D and the primary areas of responsibility of staff, at both the State and facility level;

  -- a poor fit between Federal regulations and the context of corrections education. For example, the age limit of 21 limits services in adult facilities, where many students older than 21 would benefit from the program but are required to stop receiving services when they turn 21. Also, evaluation requirements are not seen as appropriate, given the high turnover of students;

  -- burden imposed by recordkeeping and paperwork requirements; and

  -- inadequate funding.

Outcomes

The Chapter 1 N or D Study (III.3) examined the post-release experiences of Chapter 1 N or D participants through two follow-up interviews conducted 5 months and 10 months after participants were first interviewed during the site visits. Findings from the 50 percent of participants the study was able to recontact include the following:

- Half of Chapter 1 N or D participants continue their education when they leave the correctional facility by enrolling in school. However, many of those who enroll subsequently drop out. Younger program participants and those in juvenile facilities are more likely to enroll in school and stay enrolled than older youth and those in adult facilities.

- The information provided to youth while in the facility on how to continue their education or training after release appears to have little influence on whether or not they do so.

- Following release, most participants return to their families in the community they came from prior to institutionalization.

- Most participants found jobs after being released. At the first followup, 67 percent were employed, while at the second followup, 76 percent were employed. Two-thirds of the participants who had been in the community at least 5 months had held more than one job since their release. Participants' average hourly wage was $4.75.

- Slightly less than 10 percent of participants had been reinstitutionalized by their second post-release interview.

Improvement Strategies

The Study of the Chapter 1 N or D program (III.3) identified the following effective practices and improvement strategies in Chapter 1 N or D programs:

- Facility administrators view education as a primary institutional goal. Education administration is structured separately from corrections administration.

- State education administrators support the N or D program and facilitate communication with SAA administrators. SAA administrators, in turn, facilitate communication with educational administrators at the facility level.

- Both SEA and SAA staff contribute to effectiveness by conducting regular audits, establishing and maintaining high state standards, supporting staff efforts, and assisting in preparing the Chapter 1 application.

- Chapter 1 funds are used as seed money for designing and implementing innovative programs.

- Effective programs coordinate instruction between the Chapter 1 and regular programs. Techniques used include:

  - diagnostic assessment processes involving Chapter 1 and regular program staff and joint review of test scores;

  - including Chapter 1 staff in joint planning and coordination of content and skills instruction with regular education program staff; and

  - additional in-class instruction for Chapter 1 students by regular education teachers, and joint development of plans for each student's learning objectives.

- Team teaching and cooperative learning strategies are used to integrate objectives for the regular and Chapter 1 students and to diminish the visible distinction of lower-achieving students.

- Motivational approaches such as awards, certificates, contests, use of high-interest materials, and promotion to the position of "teacher's helper," are used in effective programs.
- Effective programs continuously monitor student progress through frequent teacher-student interaction.

III. SOURCES OF INFORMATION

1. A Summary of State Chapter 1 Participation and Achievement Information for 1987-88 (Washington, DC: Decision Resources Corporation, 1990).
2. Unlocking Learning: Chapter 1 in Correctional Facilities. Draft Descriptive Study Findings: National Study of the ECIA Chapter 1 Neglected or Delinquent Program (Rockville, MD: Westat, Inc., 1991).
3. Unlocking Learning: Chapter 1 in Correctional Facilities. National Study of the ECIA Chapter 1 Neglected or Delinquent Program (Rockville, MD: Westat, Inc., 1991).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 401-1682

Program Studies : Daphne Hardcastle, (202) 401-1958

EVEN START PROGRAM
(CFDA No. 84.213)

I. PROGRAM PROFILE

Legislation: Title I, Chapter 1, Part B of the Elementary and Secondary Education Act, as amended by P.L. 100-297 (20 U.S.C. 2741-2749) (expires September 30, 1993).

Purpose: The Even Start program supports family-centered educational programs that involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. To accomplish this, the program funds competitive discretionary grants to local education agencies that must coordinate with other local programs providing services relevant to Even Start families.

Congress also expects the program to yield information of use to policymakers and to States and local agencies planning family education programs. The Even Start legislation requires annual independent evaluations of all projects and requires projects to apply to the National Diffusion Network for consideration as dissemination sites based on their evaluation findings.

Funding History:

Fiscal Year	Appropriation
1989	$14,820,000
1990	24,201,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Even Start program addresses two national goals. First, the projects work with families with an eligible child and adult. The projects provide early childhood education for the children and instruct the parents in ways to develop their child's school readiness and to support the child in school. This component of the program supports Goal 1, school readiness. In addition, Even Start projects provide or arrange for adult basic skills training for the parents. This activity directly supports Goal 5, adult literacy.

Population Targeting

Even Start is aimed at families where one or both of the parents need adult basic skills education and which have at least one child ages 1 through 7. In addition, the child must reside in a Chapter 1-participating attendance area. In most cases, qualifying parents either did not graduate from high school and need adult basic skills education or General Education Development (GED) training, or have limited English proficiency and need English as a Second Language instruction.

Both a parent and a child must remain eligible in order to participate in the program. That is, if a child reaches age 8 or the parent obtains the GED, the family is no longer eligible for services.

In 1989, there were 4,319,000 children under age 6 in families in which the head of household had completed less than 12 years of schooling. These children are at higher risk of school failure than those with better-educated parents (III.1).

Services

The services provided by Even Start include three core services -- early childhood education, training for parents in how to support the educational growth of their children, and adult basic skills instruction.

A local program must provide some home-based instructional services to the parents and children together. Programs must also coordinate with other relevant programs, including Chapters 1 and 2 of the Elementary and Secondary Education Act, the Adult Education Act, the Education of the Handicapped Act, the Job Training Partnership Act, the Head Start program, volunteer literacy programs, and others.

Programs must provide special training to ensure that staff have the skills necessary to work with the parents and children.

In 1989-90, 76 Even Start projects were funded; in 1990-91, those projects received continuation grants, and an additional 47 were funded (III.2). Four projects were for Migrant Even Start programs.

Improvement Strategies

Evaluation Support. The Even Start legislative authority requires independent annual evaluations of the local programs, including assessment of program effectiveness using rigorous methodology and application for participation in the National Diffusion Network to disseminate effective practices. To respond to this requirement, the Department of Education funded a national evaluation contractor to work collaboratively with the projects in evaluation data collection and analysis. The Department also provided extra funds to each grantee for evaluation activities. The contractor will analyze data reported by all projects and will collect and analyze data in an in-depth study of 10 sites.

The evaluation contractor will provide regular feedback to the projects on their progress and prepare annual reports for dissemination to Congress and interested persons. Annual conferences will be held to discuss the findings of the evaluations and review the need for any changes in the evaluation system.

Program Improvement Support. The local Even Start projects requested technical assistance from the Department in program improvement strategies during a March 1990 conference. Two regional technical assistance meetings were held in November and December 1990 to provide opportunities for the projects to share information on ways to improve their programs as well as learn from experts presenting at the meetings.

III. SOURCES OF INFORMATION

1. Marital Status and Living Arrangements: March 1989 (Washington, DC: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 445, June 1990, Table 6).

2. Program files.

IV. PLANNED STUDIES

A national evaluation of the Even Start program started in January 1990 and will provide a final report to Congress in September 1993. Interim reports will be available in the late fall of 1990, 1991, and 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Tish Rennings (202) 401-0716

Program Studies : Nancy Rhett (202) 401-3630

FEDERAL, STATE, AND LOCAL PARTNERSHIP FOR EDUCATIONAL IMPROVEMENT
(CFDA No. 84.151)

I. PROGRAM PROFILE

Legislation: Chapter 2 of Title I of the Elementary and Secondary Education Act (ESEA) of 1965, as amended (20 U.S.C. 2911 et seq.) (expires September 30, 1993).

Purpose: To help State education agencies (SEAs) and local education agencies (LEAs) improve elementary and secondary education, meet the special educational needs of at-risk students, and support effective schools programs. SEAs and LEAs have discretion over the design and implementation of Chapter 2 programs.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$442,176,000	1987	$500,000,000
1983	450,655,000	1988	478,700,000
1984	450,655,000	1989	462,977,000
1985	500,000,000	1990	455,717,000
1986	478,403,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Chapter 2 program provides support for early childhood education programs to foster children's readiness to learn in school (Goal 1). The program also supports the costs of educational resources, professional development, and instructional activities across all content areas (Goal 3), including math and science (Goal 4). Finally, the program's purposes specifically highlight the authority to support programs for students at risk of dropping out to increase the school graduation rate (Goal 2), and for programs of health education and activities to make schools free of drugs and violence (Goal 6).

Population Targeting

The statute contains no specified targeting provisions. However, SEAs and LEAs have discretion to target Chapter 2 funds on groups such as students at risk of failure in school and of dropping out, students participating in gifted and talented and early childhood education programs, and educational personnel who could benefit from staff development.

In the past, Chapter 2 activities tended to serve all types of students, focusing neither on particular grade levels nor on particular student groups. However, some districts targeted Chapter 2 activities to particular types of students; for instance, gifted and talented students benefited from curriculum development, whereas economically and educationally disadvantaged students tended to receive instructional services (III.1).

Services

The 1986 national evaluation of the Chapter 2 program under the Education Consolidation and Improvement Act found that districts tended to use their Chapter 2 monies to fund the following diverse types of activities (III.1):

- o Computer applications (including hardware and software);
- o Libraries/media centers (including materials and equipment); and
- o Curriculum development, staff development, instructional services, and student support services.

Chapter 2 fully or partially supported the introduction of computer technology into three-quarters of the Nation's school districts (III.1).

Private school children also benefited from Chapter 2 services, particularly through the provision of library materials and computer equipment and supplies (III.1).

Program Administration

An examination of States' Chapter 2 applications, including budgeted amounts for FY 1989, provided data on planned uses of funds by SEAs (III.2):

- o SEAs reserved nearly $91 million for their use, $15 million (17 percent) for Chapter 2 administration and $76 million (83 percent) for Chapter 2 program activities.
- o Funds for program activities were divided among the six targeted assistance areas in the following manner:
  - -- 42 percent for schoolwide improvement programs, including "effective schools" programs;
  - -- 16 percent for programs for at-risk students;
  - -- 15 percent for professional development programs;

- -- 12 percent for special programs including technology education, gifted and talented education, early childhood education, and community education;
- -- 8 percent for programs to acquire and use educational materials to improve instruction; and
- -- 7 percent for programs to enhance student achievement and personal excellence, including health, physical education, and the creative arts.

o Forty-four of 52 States budgeted a total of $22,615,903 for effective schools programs. The remaining eight received a waiver from the requirement to spend at least 20 percent of SEA funds for this purpose.

o Twenty-six States budgeted more than the minimum required for effective schools programs, with nine States budgeting more than 40 percent of their Chapter 2 funds.

III. SOURCES OF INFORMATION

1. A National Study of Local Operations Under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) (Menlo Park, CA: SRI International, January 1986).

2. Program files.

IV. PLANNED STUDIES

Beginning with data from the 1989-90 school year, the Secretary of Education must annually submit a report to Congress on the use of funds, the types of services furnished, and the students served under the program. In 1990, the Department developed an annual performance report form which OMB has approved for use. States will submit data for the 1989-90 school year in January 1991; these data will be compiled for use during the appropriations process.

In October 1992, the Secretary of Education must submit a report to Congress on the effectiveness of Chapter 2-supported activities, based on the evaluations conducted by States. To assist States in the design and implementation of credible, feasible evaluation plans, the Department contracted for the development of Chapter 2 evaluation guidance, completed in October 1989. The Department co-sponsored, with host States, a set of regional meetings in November 1989 for Chapter 2 State evaluators and administrators to train them in the use of this guidance. In 1990, the Chapter 2 State Directors' Steering Committee distributed more specific guidelines regarding the content of State evaluation reports to facilitate the synthesis of the reports. The Department is responsible for the preparation of that synthesis.

During FY 1990, the Department contracted with SRI International for a statutorily mandated national study of effective schools programs to describe such programs and the effects of Federal, State, and local policies and funding sources on such programs. The study will focus in particular on the use of Chapter 2 State funds to support and leverage effective schools strategies. The study will also attempt to assess the impact of such programs on students and schools. Study results will be available by January 1993.

During FY 1991, the Department will contract for a national evaluation of the implementation of the Chapter 2 program. The study will describe how Chapter 2 funds are used at the State and local levels, characterize the nature of the activities (pilots, ongoing, innovative), and assess how the Chapter 2 program is supporting education reform and the six national education goals.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lee Wickline, (202) 401-1062

Program Studies : Carol Chelemer, (202) 401-1958

GENERAL ASSISTANCE TO THE VIRGIN ISLANDS
(No CFDA number)

I. PROGRAM PROFILE

Legislation: Section 4501 of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 3141) (expires September 30, 1993).

Purpose: To provide general assistance to improve public education in the Virgin Islands.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$3,000,000	1986	$4,784,000
1981	2,700,000	1987	5,000,000
1982	1,920,000	1988	4,787,000
1983	1,920,000	1989	4,730,000
1984	1,920,000	1990	4,391,000
1985	2,700,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

As this program provides general assistance, it does not address any specific goal but can be applied to all goals.

Population Targeting

In fall 1989, public elementary and secondary school enrollment was approximately 21,200 in the Virgin Islands (III.1). These students tend to have extremely high educational needs relative to the needs of students in the States. According to an index based on educational deficiencies that includes several student and family background characteristics, the Virgin Islands ranks first among all States and Territories in educational needs (III.2).

Services

Services include general maintenance and repair of school buildings; asbestos abatement; classroom construction; and the provision of textbooks, materials, and supplies (III.3).

III. SOURCES OF INFORMATION

1. Common Core of Data Survey, unpublished tabulations (Washington, DC: National Center for Education Statistics, U.S. Department of Education, 1990).
2. Analysis of Factors Relating to Federal General Assistance to the Virgin Islands (Washington, DC: Pelavin Associates, Inc., 1988).
3. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lee E. Wickline, (202) 401-1062

Program Studies : Daphne Hardcastle, (202) 401-1958

CIVIL RIGHTS TECHNICAL ASSISTANCE AND TRAINING
(CFDA No. 84.004)

I. PROGRAM PROFILE

Legislation: The Civil Rights Act of 1964, Title IV, Public Law 88-352, (42 U.S.C. 2000c-2000c-2, 2000c-5) (no expiration date).

Purpose: To award grants to State education agencies (SEAs) and desegregation assistance centers (DACs) to enable them to provide technical assistance, training, and advisory services at the request of public school districts in the preparation, adoption, and implementation of plans for the desegregation of public schools and the development of effective methods to cope with educational problems associated with desegregation on the basis of race, sex, and national origin.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 8,028,000	1984	$24,000,000
1970	17,000,000	1985	24,000,000
1975	26,700,000	1986	22,963,350
1980	45,667,000	1987	23,456,000
1981	37,111,000	1988	23,456,000
1982	24,000,000	1989	23,443,000
1983	24,000,000	1990	21,451,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program focuses on how school districts can achieve the six national goals within integrated public school environments.

Population Targeting

School districts requesting assistance in dealing with educational problems associated with desegregation.

Services

SEAs and DACs provide technical assistance and training to school districts upon request, to help them deal with problems related to desegregation. Typical activities might include disseminating information on successful educational practices and legal requirements related to nondiscrimination on the basis of race, sex, and national origin in educational programs; training designed to develop educators' skills in specific areas, such as the identification of race and sex bias in instructional materials; and technical assistance in the identification and selection of appropriate educational programs to meet the needs of limited-English-speaking proficent students.

According to on-site monitoring reports on 15 of 63 projects funded in FY 1989, quarterly requests for technical assistance and/or training have increased. This is, in part, the result of the combined Magnet Schools/Title IV conference held in 1989. Centers may vary considerably in size and staff needs, reflecting differences in requests for assistance from eligible school districts. In the west and northwest, grantees reported 301 requests from school districts. The northeast region received over 4,121 requests for assistance. Awards are made based on the level of activity in the region, in the past and anticipated. It is estimated that approximately 40 percent of the project funds are used for technical assistance and approximately 60 percent are used for training.

Program Administration

SEAs apply for grants to provide services statewide in one or more of the desegregation assistance areas. Pursuant to regulatory changes implemented in 1987, the number of DACs was reduced from 40 to 10 and each DAC is required to provide comprehensive assistance in all 3 desegregation assistance areas. In addition, DACs compete for multi-year awards. Currently, of the 10 regional DACs, 5 are administered by institutions of higher education and 5 by nonprofit organizations.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-0344

Program Studies : Barbara Coates, (202) 401-1958

FOLLOW THROUGH--GRANTS TO LOCAL EDUCATION AGENCIES AND OTHER PUBLIC AND PRIVATE NONPROFIT AGENCIES, ORGANIZATIONS AND INSTITUTIONS TO PROVIDE COMPREHENSIVE SERVICES TO LOW-INCOME CHILDREN IN KINDERGARTEN AND THE PRIMARY GRADES

(CFDA No. 84.014)

I. PROGRAM PROFILE

Legislation: The Follow Through Act, Title VI, P.L. 97-35, as amended by the Augustus F. Hawkins Human Services Reauthorization Act of 1990 (42 U.S.C. 9861-77) (expires September 30, 1994).

Purpose: To sustain and augment, in kindergarten and the primary grades, the gains that children from low-income families make in Head Start and other preschool programs of similar quality by (1) providing comprehensive services that will help these children develop to their full potential; (2) achieving active participation of parents; (3) producing knowledge about innovative educational approaches specifically designed to assist these children in their continued growth and development; and (4) demonstrating and disseminating effective Follow Through practices.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1968	$15,000,000	1984	$14,767,000
1970	70,300,000	1985	10,000,000
1975	55,500,000	1986	7,176,000
1980	44,250,000	1987	7,176,000
1981	26,250,000	1988	7,133,000
1982	19,440,000	1989	7,262,000
1983	19,440,000	1990	7,171,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Follow Through grants provide comprehensive educational support for low-income children who have participated in Head Start or other similar quality preschool programs. This support continues in kindergarten and the primary grades and is designed to help ensure that gains acquired in the early years are not lost. Providing continued comprehensive support to children supports Goals 2 and 3.

Population Targeting

In 1990, the Department of Education funded 62 continuation grantees, selected competitively in 1988, to implement the third year of a three-year grant focusing on demonstrating and disseminating effective practices for educating low-income children in the primary grades.

A local Follow Through project must serve primarily low-income children enrolled in kindergarten and primary grades who have participated in a full-year Head Start or similar preschool program, including other Federally assisted preschool programs of a compensatory nature.

At least 60 percent of the children enrolled in each project must be from low-income families and at least 60 percent of the children must have had preschool education.

Services

Typically, projects--

- implement an innovative educational approach specifically designed to improve the school performance of low-income children in kindergarten and the primary grades;
- are implemented in regular classrooms and provide supplementary or specialized instruction and education-related services to all students in the classroom;
- orient and train Follow Through staff, parents, and other appropriate personnel;
- provide for the active participation of Follow Through parents in the development, conduct, and overall direction of the local project;
- provide health, social, nutritional, and other support services to aid the continued development of Follow Through children; and
- demonstrate and disseminate information about effective Follow Through practices for the purpose of encouraging adoption of those practices by other public and private schools.

A review, commissioned by the program, of Follow Through from 1967 to 1987 (III.1) indicates that:

- Follow Through students have demonstrated gains that at least match, and often exceed, national and population-specific norms. The former Joint Dissemination Review Panel (JDRP) of the Department of Education validated 48 local Follow Through projects representing a total of 13 different Follow Through model programs. Student achievement is one of the primary criteria used for validation.

- Follow Through students tended to experience less grade retention, lower dropout rates, and fewer special education placements in their later years compared to siblings and other comparison groups who had not had opportunities for early intervention.

- The program has been widely disseminated by the Follow Through grantees. This diffusion of model programs has affected the education of more than 2 million children over a period of two decades.

- The collaboration of local schools/districts and researchers has led to the development and application of diverse and creative solutions that bridge the gap between theory and practice.

- Follow Through projects show high levels of parental involvement in a variety of activities. These include membership on Parent Advisory Committees; participation in classrooms as observers, volunteers, and paid employees; and home visits and other contact between school personnel and families for the purpose of sharing instructional material/activities. Participation in education-related and community decision making can be directly linked to some increases in student achievement.

Program Administration

In 1988, the Follow Through program, under regulations published in the Federal Register on October 19, 1987, funded 63 projects. As funds became available yearly, these projects were continued through 1990 to demonstrate and disseminate effective approaches designed to improve the school performance of low-income children in kindergarten and primary grades.

III. SOURCES OF INFORMATION

1. Margaret C. Wang and Eugene A. Ramp. The National Follow Through Program: Design, Implementation, and Effects (Philadelphia, PA, November 1987).

2. Margaret C. Wang and Herbert J. Walberg. The National Follow Through Program: Lessons from Two Decades of Research Practice in School Improvement, October 1988.

3. Program files.

IV. PLANNED STUDIES

In FY 1990, each project will be required to submit a final report in an OMB-approved format.

A Follow Through grantee will develop a sourcebook that will include descriptions of each project funded, a description of the accomplishments of the three-year effort, and an analysis of the evaluation data submitted in the final report from each project.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 401-1682

Program Studies : Elois M. Scott, (202) 401-1958

IMPACT AID
MAINTENANCE AND OPERATIONS (CFDA No. 84.041)

I. PROGRAM PROFILE

Legislation: P.L. 81-874, as amended (20 U.S.C. 236-241-1 and 242-244) (expires September 30, 1993).

Purpose: Impact Aid is intended to compensate local school districts for burdens placed on their resources by Federal activity, either through Federal ownership of property in the district (which, because it is tax-exempt, may decrease funds available for education), or through the addition of "Federally connected children" to the number of students that it would ordinarily need to educate. Federally connected children include "a" children, those who both live and have parents who work on Federal property, and "b" children, those who either live on Federal property or have parents who work on Federal property. Included in these categories are children living on or having parents who work on Indian lands, and children who have a parent who is on active duty in the uniformed services.

Under Section 2 of the statute a district's entitlement is based on Education's estimate of the local revenue that the local education agency (LEA) would have received from the eligible Federal property if that property had remained on the tax rolls in the same nature as when acquired.

Under Section 3 of the statute a district's entitlement and payment amount varies with the classification of the children; the amount is highest for "a" children, who presumably create the greatest burden on local resources. Higher payments are made for those living on Indian lands and for handicapped children of military families and handicapped children on Indian lands. A minimum of 3 percent or 400 children in average daily attendance in a district must be federally connected for a district to be eligible to receive aid. In addition, Section 6 schools, primarily for children of military families who reside on Federal property, are currently funded by the Department of Defense (DoD) under Section 6. There is also a provision (Section 7) for aiding districts affected by natural disasters.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1951	$ 28,700,000	1984	580,300,000 2/
1965	332,000,000	1985	675,000,000
1970	507,900,000	1986	665,975,000 3/
1975	636,016,000	1987	695,000,000
1980	792,000,000 1/	1988	685,498,000
1981	706,750,000	1989	708,396,000
1982	437,000,000	1990	717,354,000
1983	460,200,000		

1/ Includes $20 million supplemental appropriation for disaster assistance.

2/ Includes $15 million supplemental appropriation for disaster assistance.

3/ Includes $20 million supplemental appropriation for disaster assistance.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Since Impact Aid funds generally are used as general aid by the eligible school districts, these funds can support a variety of activities that promote any or all of the six national goals.

Population Targeting

Impact Aid is paid directly to eligible school districts and becomes part of their general operating funds. The only restriction on its use is that the extra payments made on behalf of handicapped military children and handicapped children living on Indian lands must be used for special educational services designed to meet the needs of those children. In addition, disaster assistance funds must be used for allowable and approved costs related to the disaster.

Calculating what education costs or land values might have been in the absence of Federal activity is problematic. Impact Aid staff members must deal with imputed, rather than actual, real estate values, which makes objective determinations difficult. Given this context, a 1985 study (III.1) set out to determine the adequacy of Impact Aid compensation for five districts, using two approaches: an alternative expenditure standard and an alternative land use standard. The former method assumes that the district should be able to spend a standard amount per pupil and that the Federal Government should make up the difference, if any, between that standard and the funds available from State and local revenues. The latter method assumes that the district should receive Impact Aid payments equivalent to the revenues it could have obtained from taxing federally owned district land. Such revenues are calculated either by assuming that the land would have been used and valued like non-Federal district land, or by assuming that the district's total tax base ought to be similar to tax bases in neighboring districts with similar topography. The 1985 case studies demonstrated that, depending on the method selected, differing and even opposite conclusions can be reached about whether a given district should be receiving aid at all, and if so, how much. Determining a fair and objective standard, while a necessary program goal, is clearly a complicated task.

A 1986 General Accounting Office (GAO) audit of DoD Section 6 schools (III.2) concluded that all except those in Puerto Rico should be transferred to local school districts. These schools would then no longer be eligible for DoD funding under Section 6 but would be eligible for Federal payments under other sections of the Impact Aid legislation, thus increasing the number of districts receiving aid under those sections. To avoid any resulting decrease in the amount of aid available per district, the report recommended increasing Impact Aid appropriations.

A 1988 report by the Rand Corporation (III.3) analyzed approaches to the transfer of DoD Section 6 schools to local district control at six sites. The report noted that all personnel connected with Section 6 schools believe that the quality of the education program offered to the Section 6 children would decline if a transfer occurs, while State and local governments object to the additional burden transfers would place on their financial and other resources. The report explores various options for conducting transfers of these schools and provides specific recommendations in each case. The report recommends careful planning on the part of the Federal Government to reduce or remove some of the impediments involved in such transfers if the Government chooses to proceed with this process.

A 1988 analysis (III.4) examined the distribution of Impact Aid funds to districts that differ in size, wealth, and spending, as measured by student enrollment, property valuation per pupil, and current operating expenditures per pupil. The study found that Impact Aid funding differs according to the characteristics of school districts, and that certain categories of districts receive a larger percentage of funds than would be expected if funds were distributed to each category strictly in proportion to its size. In general, a larger than expected proportion of Impact Aid goes to districts that are small, low in property wealth, or high in per pupil expenditures. For example, in FY 1985, districts with fewer than 2,000 students made up 17.5 percent of total school enrollment but received over 35 percent of program funding, while districts with enrollments of over

25,000--about 26 percent of total enrollment--received about 16 percent of program funding.

Other findings were as follows:

- Funds under Section 2 [Federally owned property] and Section 3(a) ["a" children] are concentrated in districts with small enrollments, whereas funds under Section 3(b) ["b" children] are heavily concentrated in school districts with large enrollments.
- Although almost half of the funds go to districts with low property wealth (those in the lowest quartile), districts with high property wealth (in the upper quartile) receive a significant share (17 percent) of program funding.
- Funds are concentrated in high-expenditure districts, and the proportion of funding increases as per-pupil expenditures increase.
- Funds under Section 3(a) are concentrated in districts with low property wealth and districts with high expenditures, whereas funds under Section 3(b) are relatively evenly distributed across districts with high and low expenditures.

In terms of expenditures, for Impact Aid funds overall:

- School districts in the highest quartile of expenditures in the States received nearly two-and-one-half times as much Impact Aid as districts in the lowest quartile of expenditures.
- The highest-expenditure districts, with 25 percent of total enrollment, received over 37 percent of program funding, whereas the lowest-expenditure districts, with 24 percent of enrollment, received only about 15 percent of program funding.
- The highest-expenditure districts alone received about $211 million, while districts in the highest two quartiles received $362 million--about 63 percent of program funds.

Funds under Section 3(a) were distributed in direct relation to district expenditures: as district expenditures increased, program funding increased.

- Districts in the highest expenditure quartile received nearly three-and-one-half times as much funding as districts in the lowest quartile: $179.3 million compared with $52.9 million.

- The districts in the two highest quartiles together received more than $290 million, about 67 percent of program funding.

In contrast, funding under Section 3(b) was evenly distributed across low-expenditure and high-expenditure school districts. However, because Section 3(a) represented over 75 percent of total FY 1985 funding, overall a larger share of funding went to high-expenditure districts than would be expected from the proportion they represent among Impact Aid districts.

Section 3(a) funds were also concentrated in districts with low property wealth. The lowest quartile in property wealth received 55 percent of Section 3(a) funds; the two highest quartiles combined received 32 percent of these funds.

Because this study does not examine how Impact Aid funds are distributed relative to the amount of other revenue that districts receive, no conclusion can be reached on whether high-expenditure districts receive low or high revenues, other than Impact Aid funds. High expenditures may be based on local, State, and non-Impact Aid Federal revenues as well as on Impact Aid funds. Further study would be needed to determine whether Impact Aid funds tend to be distributed to districts that would have high revenues and expenditures anyway, or whether the high-expenditure districts noted by this study are primarily spending Impact Aid funds.

Services

In FY 1990, 2,564 school districts received Section 3 payments totaling $702,000,000 and 215 districts received Section 2 payments totaling $15,354,000, which became part of the general operating funds of the districts. In addition, 101 school districts received disaster assistance totaling $75,290,000.

Improvement Strategies

To improve the efficiency of operations, the Impact Aid program is preparing operating manuals detailing program procedures on Payments, Disaster Assistance, Construction, Maintenance and Operations, and Property. All manuals will contain the new procedures for automatic clearinghouse/electronic funds transfer.

A study of the Impact Aid program's computer system was conducted in 1989. The study recommended that the system be reorganized and updated to improve the efficiency of information processing and to increase access to data for program staff. The study described two alternative types of computer systems that would achieve the desired improvements (III.5). After reviewing these recommendations, the Department decided to redevelop the entire system over the course of three fiscal years. Automation of front-end data preparation, entry and error-correction was completed in December 1990, in time for receipt of FY 1991 applications. Contingent upon continued funding, additional work will include redevelopment of the system outputs in FY 1991 and redevelopment of internal processing in FY 1992.

III. SOURCES OF INFORMATION

1. Review of Selected Impact Aid Recipients to Determine Burden of Federal Activities and Need for Federal Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, Inc.); Joel D. Sherman and Orestes I. Crespo, Case Study: Highland Falls--Fort Montgomery Central School District (October 1985); Joel D. Sherman and Mark A.Kutner, Case Study: Bourne Public Schools, Bourne, Massachusetts (August 1986); Joel D. Sherman, Mark A. Kutner, and Orestes I. Crespo, Case Study: Bellevue Public Schools, Bellevue, Nebraska (August 1986); Joel D. Sherman, Case Study: Douglas School District (August 1986); Joel D. Sherman and Orestes I. Crespo, Case Study: Randolph Field Independent School District (August 1986).

2. General Accounting Office, DoD Schools: Funding and Operating Alternatives for Education of Dependents (Washington, DC: U.S. Government Printing Office, December 1986).

3. Susan Bodilly, Arthur Wise, and Susanna Purnell, The Transfer of Section 6 Schools: A Case by Case Analysis [prepared for the Office of the Assistant Secretary of Defense/Force Management and Personnel] (Santa Monica, CA: The RAND Corporation, July 1988).

4. Joel D. Sherman, Analysis of the Wealth of School Districts that Receive Impact Aid [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Pelavin Associates, Inc., April 1988).

5. Dave Naden, Office of Impact Aid Computer System: Feasibility Study [prepared for the Office of Planning, Budget and Evaluation, U.S. Department of Education] (Washington, DC: Decision Resources Corporation, 1989).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Hansen, (202) 401-3637

Program Studies : James English, (202) 401-1958

IMPACT AID:
CONSTRUCTION (CFDA No. 84.040)

I. PROGRAM PROFILE

Legislation: P.L. 81-815, as amended (20 U.S.C. 631-647) (expires September 30, 1993).

Purpose: Impact Aid provides funds for the construction of urgently needed minimum school facilities in districts whose enrollments have been substantially increased during a four year period by Federal activities (section 5) or in financially needy districts that have large amounts of Indian lands or educate a substantial portion of children living on Indian lands (sections 14a and b). Funds are also provided for districts that have a substantial portion of children living on Federal property or have a substantial portion of other Federal (tax-exempt) property (section 14c). In addition, funds are provided for construction of schools for children residing on Federal property (usually military installations) where State and local tax revenues cannot be spent for their education or a suitable education cannot be provided for those children (section 10). There is also a provision for disaster aid (section 16).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1951	$74,500,000	1984	$20,000,000
1965	58,400,000	1985	20,000,000
1970	14,766,000	1986	16,747,500
1975	20,000,000	1987	22,500,000
1980	33,000,000	1988	22,978,000
1981	50,000,000	1989	24,700,000
1982	19,200,000	1990	14,998,000 1/
1983	80,000,000		

1. Congress did not appropriate funds in sections 5 and 14(c).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Because school construction Impact Aid funds are used by the eligible school districts, these funds indirectly support a variety of school-based educational activities which may promote any or all of the six national goals.

Population Targeting

The program has not been fully funded since 1967. According to the program office, "[d]ue to limited annual appropriations, interest in the program has decreased and the number of preapplications/ applications has dwindled to an average of 38 per year." (III.1)

A 1987 study by the Departments of Education and Defense surveyed the construction and repair needs of educational facilities on U.S. military bases and recommended policies to deal with these needs. The study covered existing on-base dependent school facilities owned or operated by the Department of Defense (DoD), Department of Education (ED), and local education agencies (LEAs) (III.2).

The needs were estimated as follows:

	47 Section 6 schools (funded by DoD)	$93 million
	49 ED-owned schools	$74 million
	28 LEA-owned schools	$16 million
Total:	124 schools	$183 million

The study made the following recommendations:

- The school facility needs identified in the study should be verified and met where justified.
- The cost of meeting these needs should be shared among local, State, and Federal agencies according to fiscal analyses of costs borne and benefits received. The fiscal analyses, to be conducted by DoD and ED in consultation with the individual States and LEAs, would compare revenues and expenditures generated by military installations at the local and State levels and would determine the fair share of construction costs to be borne by local, State, and Federal agencies.
- Federal assistance should be provided only to cover any shortfall between the estimated construction costs and the ability to pay by the State and local jurisdictions.
- For ED-owned schools, Federal assistance would be contingent upon the LEAs accepting ownership of the facilities once the construction is complete.
- For DoD-funded Section 6 schools, case-by-case fiscal analyses would be used to determine the feasibility of

transferring ownership to LEAs.

In response to this study the Department of Education has taken the following steps:

- Fiscal analyses of several school districts identified in the report have been completed while others are still being conducted by the Department of Defense.
- The Department of Education has identified several school districts that are interested in accepting title to the ED-owned school facilities in their districts. Facilities at one installation have already been transferred; negotiations are nearing completion for transfer of facilities at another installation; and preliminary steps are being initiated to transfer facilities at three other installations.

In FY 1990, the General Accounting Office (GAO) completed a study of the need for financial assistance for school construction under P.L. 81-815. In particular, GAO examined (1) the gap between the eligible requests for school construction funds and the amount of available P.L. 81-815 funds; and (2) whether ED's criterion ranking of unfunded projects is equitable. GAO's findings were as follows (III.3):

- Since 1967, Federal appropriations have been insufficient to fund the estimated Federal share of all construction projects in Federally impacted school districts. This continuing shortfall has resulted in a substantial backlog of eligible unfunded projects.
- ED's process of ranking unfunded projects is equitable and reflects the number of Federally connected enrollments and school construction needs at the time the districts applied for assistance.
- However, ED does not periodically reevaluate these rankings once projects are placed on waiting lists even though most project requests remain unfunded for at least 12 years.
- Project scores may be outdated and invalid since
    - for many of the reviewed projects, the school districts subsequently completed their projects without Federal assistance; or
    - enrollments may decline and construction costs increase while projects wait for funding but funding remains based only on such data provided in the initial application.

GAO made the following recommendations:

- Congress should amend P.L. 81-815 to require that Section 5 funding be based on average State per pupil construction costs in the year the projects are funded.

- School districts should be required to apply annually for school construction assistance so that project requests reflect (1) current enrollments of Federally connected children and school construction needs; and (2) the current estimate of the Federal share of school construction costs.

- Congress should authorize ED to distribute available appropriations among a greater number of higher-priority projects by reducing on a pro-rata basis awards to school districts with the greatest school construction needs.

ED had the following response (III.4) to GAO's recommendations:

- An annual application process would require legislative changes to the Section 5 requirement that eligibility be based on membership increases over a fixed four-year period and the Section 9 definition of average per pupil construction costs. In addition, it would be burdensome on districts that experience little or no changes in membership or facility needs from one year to the next. ED has proposed instead that a short annual document might be requested of all pending, unfunded construction applicants to allow them to update or confirm the data on anticipated membership and facility needs.

- Basing Section 5 payments on the State average per pupil construction costs in the year a project is funded is unrealistic since the latest information currently available from States is data from the second preceding fiscal year. ED has proposed instead that funding should be based on the most recent data available.

- Prorating the available school construction funds among the backlog of eligible projects is problematic in several respects. It would require statutory changes to (1) provide specific authority to pro-rate funds, and (2) amend the statutory priority requirements so partially-funded projects would not fail to qualify for additional assistance based on a new application for the unfunded portion of the project. In addition, it would be difficult, if not impossible, for many districts to award construction contracts without having full funding available. Finally, proration would increase the cost to the Federal Government since any project funded over a period of two or three years would have to incorporate any increases in construction costs over that period.

Services

In FY 1990, five school districts received funds for construction of needed facilities, totaling $11,798,214 in grants. In addition, $9,862,601 was spent on 12 projects for the transfer of facilities, asbestos abatement, and emergency repairs of school buildings owned by ED.

III. SOURCES OF INFORMATION

1. U.S. Department of Education, unpublished internal report, 1989.
2. Section 2726 of P.L. 99-661 (1987 DoD Military Construction Authorization Act), report submitted to Congress in November 1987.
3. Impact Aid: Most School Construction Requests Are Unfunded and Outdated (Washington, DC: General Accounting Office, 1990).
4. Letter from U.S. Secretary of Education Lauro F. Cavazos to Charles A. Bowsher, Comptroller General of the United States, September 7, 1990.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Hansen, (202) 401-3637

Program Studies : James English, (202) 401-1958

ALLEN J. ELLENDER FELLOWSHIPS
(CFDA No. 84.148)

I. PROGRAM PROFILE

Legislation: Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 3081-3112) (expires September 30, 1993).

Purpose: To make a grant to the Close Up Foundation of Washington, D.C., for financial assistance to economically disadvantaged secondary school students and their teachers and economically disadvantaged older Americans and recent immigrants, to increase their understanding of the Federal government. Special consideration is given to the participation of students with special educational needs, including handicapped students, students from recent immigrant families, ethnic minority students, gifted and talented students, and students of migrant parents.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 500,000	1985	$1,500,000
1975	500,000	1986	1,627,000
1980	1,000,000	1987	1,700,000
1981	1,000,000	1988	2,394,000
1982	960,000	1989	3,458,000
1983	3,000,000 1/	1990	3,703,000
1984	1,500,000		

1. In 1983, Congress appropriated a double amount in order to place the program on a forward-funded basis. The appropriation for FY 1983 provided $1.5 million for the 1982-83 school year and $1.5 million for the 1983-84 school year.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Ellender Fellowships program provides opportunities for students, teachers, older Americans and recent immigrants to learn about representative government and democracy. Such knowledge is intended to help them become responsible citizens (Goal 3) and to exercise the rights associated with responsible citizenship (Goal 5).

Services

In the 1989-90 school year, the Close Up Foundation awarded fellowships to approximately 2,500 students and 2,800 teachers and administrators to enable them to come to Washington, D.C., for a first-hand look at the operations of the three branches of the U.S. Government. The Close Up Foundation also conducted two week-long intergenerational programs in Washington, D.C. with student, teacher, and older American participants and expanded the New Americans program, a special outreach program to youth who are recent immigrants to this country. The tuition costs were approximately $668 for each participant in the high school program, $668 for each participant in the New Americans program, and $775 for each participant in the older Americans program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Catherine Z. Brown, (202) 401-3168

Program Studies : Daphne Hardcastle, (202) 401-1958

INDIAN EDUCATION--FINANCIAL ASSISTANCE TO LOCAL EDUCATION AGENCIES AND INDIAN-CONTROLLED SCHOOLS FOR THE EDUCATION OF INDIAN CHILDREN--SUBPART 1

(CFDA Nos. 84.060 and 84.072)

I. PROGRAM PROFILE

Legislation: Indian Education Act of 1988, P.L. 100-297, Title V, Part C, Subpart 1, as amended (25 U.S.C. 2601-2606) (expires September 30, 1993).

Purpose: Subpart 1 of the Indian Education Act provides formula grant and competitive grant assistance to local education agencies (LEAs) and Indian-controlled schools for programs to address the special educational and culturally related academic needs of Indian children. For purposes of the formula grant program, eligible applicants include LEAs, Bureau of Indian Affairs (BIA) contract schools, and, since FY 1989, schools operated directly by the BIA. Indian-controlled schools which are operated by Indian tribes or organizations for Indian children and are generally located on or near reservations, and LEAs in existance not more than three years are eligible under the competitive grant program.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$11,500,000	1985	$50,323,000
1975	25,000,000	1986	47,870,000
1980	52,000,000	1987	47,200,000
1981	58,250,000	1988	49,170,000
1982	54,960,000	1989	52,748,000
1983	48,465,000	1990	54,276,000
1984	50,900,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses readiness to learn in school (goal 1), increase in school graduation rate (goal 2), and competency in subject matter (goal 3) by supporting projects that focus on the special educational and culturally related academic needs of Indian children.

Population Targeting

Fiscal year 1990 formula grants were awarded to 1,155 education entities in 42 States for use in school year 1990-91. These LEAs reported an eligible Indian student enrollment of nearly 357,000. Grant amounts ranged from $1,330 to $1,303,515 (III.1).

According to a 1983 evaluation of the Subpart 1 program, nearly two-thirds (64 percent) of the school districts receiving grants were in rural settings--35 percent on or near reservations and 29 percent in other rural areas. The median Indian percentage of total district enrollment was 8 percent. One-fourth of the Subpart 1 projects enrolled fewer than 100 Indian students; 41 percent enrolled more than 220 students (III.2).

Of the Indian students in districts receiving Subpart 1 funds, an estimated 78 percent participated in project activities, with a median of 119 students per project. More than two-thirds of the students were from families with incomes low enough to qualify for free or reduced-price lunches (III.2).

Most Subpart 1 projects (95 percent) were in districts that also received Chapter 1 funds, with an average of 30 percent of the Indian students being served by the Chapter 1 program. About half (53 percent) were in districts receiving Johnson-O'Malley (JOM) Act funds; on the average, 59 percent of the Indian students participated in the JOM program which is an Indian Education program administered by the Department of the Interior. Many districts also received funds from other Federal education programs (III.2).

New and continuation FY 1990 grants totaling almost $3.5 million were awarded to 18 Indian-controlled schools to support special enrichment projects that supplement already established programs. These projects are expected to serve approximately 4,600 participants in school year 1990-91 (III.1).

Services

The services most frequently offered by Subpart 1 projects were tutoring and other academic activities, Indian history and cultural instruction or activities, counseling, and home-school liaison (III.2).

Nearly half (48 percent) of the Indian tribal or community leaders were not satisfied with certain aspects of Subpart 1 projects, according to the 1983 evaluation. The most frequently reported area of dissatisfaction was the extent of representation and participation of the Indian community on project matters. One-fourth said that Indian children did not have culturally related academic needs different from those of non-Indian children (III.2).

Parent committee members reported that Subpart 1 projects stimulated increased parental involvement in school activities, communication with teachers, and students' completion of homework. Over three-fourths of project directors felt that the parent committee had made a difference in getting members of the Indian community or tribe to support the project (III.2).

According to annual audits conducted by the Office of Indian Education (III.1), the majority of the Subpart 1 Indian projects audited were meeting all or most of the perceived needs for supplementary education-related services for participating students (III.3).

The Department of Education's national longitudinal study of bilingual programs, which included a component on Native American students, pointed out that a major portion of the instruction for Indian students with limited English proficiency (LEP) was in English language arts--58 percent of the weekly hours received by the second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second graders and 43 percent of the fourth graders received special instruction in English. Teachers generally provided the major portion of instruction to the students. However, in some projects, students received most or all of their academic instruction from a classroom aide (III.4).

Program Administration

One shortcoming noted in the 1983 report was the failure of LEAs to maintain eligibility information as required to ensure that the Indian Education Act funds are generated only by Indian children eligible to be counted under the Act (III.1). However, LEAs appear to have made substantial improvements since 1983 (III.3).

According to a 1985 evaluation, on the average, per-pupil expenditures of Indian-controlled schools (ICSs) were nearly twice those of nearby public schools--$6,900 versus $3,500. Among the 20 ICSs represented in the cost analysis, spending levels ranged from $4,000 to over $10,000 per pupil (111.5).

ICSs received an average of $4,700 per pupil from the Bureau of Indian Affairs, whereas nearby public schools received $3,400 per pupil from State, local, and Federal sources, including Impact Aid funds. Federal categorical programs generated additional per-pupil revenues of $2,140 for ICSs, compared with $800 for nearby public schools (III.5).

Although teacher salaries averaged 20 percent lower at ICSs than at local comparison schools, instructional salary outlays were 60 percent higher because ICS staffing ratios were twice those of the public schools (III.5).

Staffing ratios and spending levels also were affected by school size. The five top-spending ICSs averaged only 13 students per grade served, compared with 22 students for other ICSs and 48 at nearby public schools (III.5).

Outcomes

Measured against national standards, most ICS students were performing in the low to low-average range. Only about 10 percent scored in the top two-fifths of the national distribution, while from 60 to 75 percent were in the bottom two-fifths. No significant differences were found among average scores of ICS students, Indians at nearby public schools, and a national sample of 1982 Indian seniors (III.5).

Wide differences in 12th-grade performance were observed among ICSs; school averages ranged from the 57th to the 5th percentile of the national distribution for all U.S. high school seniors (III.5).

Attendance rates at ICSs were lower than national, State, and local public school rates. On the average, ICS students missed from 12 to 20 percent of the school year. Midyear withdrawal rates at ICSs were 50 to 100 percent higher than for Indian students at nearby comparison schools. Net student turnover was even higher, because of substantial midyear entries (III.5).

Large differences were observed among the 25 ICSs in the study; five had very good retention and attendance rates, while at the other extreme, two had attrition rates of close to 50 percent and average attendance rates of under 70 percent. The study concluded that a number of these schools need special aid and technical assistance or simply may be too small for efficient operations (III.5).

The Department's national longitudinal study of bilingual programs reported that LEP American Indian children scored substantially below national norms; their performance ranged from the 15th percentile to the 35th percentile on standardized achievement tests. According to the study, LEP Indian students' scores for vocabulary, reading, and math declined sharply, relative to the national norms, from the first to the second grade. However, on a nonverbal aptitude test the Indian students scored at the national norm; these results clearly indicate that academic aptitude does not account for low achievement scores (III.4).

Test scores of schools funded by the Bureau of Indian Affairs show that their students are falling well behind other students nationwide in their ability to demonstrate learning of reading, language, and mathematics (III.6).

III. SOURCES OF INFORMATION

1. Program files.
2. A National Impact Evaluation of the Indian Education Act Part A Program (Arlington, VA: Development Associates, 1983).
3. Annual Audit of Indian Education Act Formula Grant Program-School Year 1987-88 (Washington, DC: Indian Education Program Office, U.S. Department of Education, 1990).
4. Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools (Arlington, VA: Development Associates, 1988).
5. An Evaluation of Indian-Controlled Schools (Boston, MA: Abt Associates, 1985).
6. Report on BIA Education: Excellence in Indian Education Through the Effective Schools Process (Washington, DC: Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of the Interior, 1988).

IV. PLANNED STUDIES

In April 1990, the Secretary of Education established a 15-member Indian Nations At Risk Task Force to review and recommend ways to improve the condition of education for Native Americans. The scope of the task force's assignment is broad, encompassing Federal, State, and locally supported education from the preschool level through the postsecondary and graduate levels. The task force has held regional hearings to share its ideas and seek information from experts, educators, parents, and others concerned with issues involving Native Americans. The task force is scheduled to submit a final report to the Secretary in mid-1991, making practical recommendations for action to be taken by educators, boards of education, the Federal, State, and local governments, affected tribes, and others with an interest in the education of Indians.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Tippeconnic, (202) 401-1887

Program Studies : Barbara Coates, (202) 401-1958

SPECIAL PROGRAMS FOR INDIAN STUDENTS--SUBPART 2
(CFDA No. 84.061)

I. PROGRAM PROFILE

Legislation: Indian Education Act of 1988 (Title V, Part C, Subpart 2 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297), as amended (25 U.S.C. 2621-2624) (expires September 30, 1993).

Purposes: Subpart 2 of the Act authorizes--

- planning, pilot, and demonstration projects to plan for, test, and demonstrate the effectiveness of educational approaches for Indian students at the preschool, elementary, and secondary school levels;
- educational service projects to serve Indian preschool, elementary, and secondary school students if other educational programs or services are not available to them in sufficient quantity or quality, with an activity for projects to reduce the incidence of dropouts among Indian students;
- educational personnel development projects to train Indians for careers in education;
- fellowships for Indian students in medicine, psychology, law, education, business administration, engineering, and natural resources;
- Resource and Evaluation Centers to provide technical assistance and disseminate information to Indian education projects and applicants; and
- research centers and grants for research and development activities related to the education of gifted and talented Indian students.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 5,000,000	1985	$11,760,000
1975	12,000,000	1986	11,301,000
1980	15,600,000	1987	11,568,000
1981	14,500,000	1988	11,707,000
1982	14,880,000	1989	12,307,000
1983	12,600,000	1990	12,055,000
1984	12,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program funds projects and services to Indian students that address or support all six of the national goals.

Services

Subpart 2 grantees received 58 new or continuation awards and served approximately 14,700 participants. Program awards included planning, pilot, and demonstration projects (16 awards to serve some 9,400 participants); educational services projects (28 awards to serve 4,100 participants); and educational personnel development projects (14 awards to serve 1,200 participants). The awards went to Indian tribes, education organizations, colleges, and universities to support a variety of activities, including preschool projects, curriculum development, dropout prevention, media/computer-assisted instruction, and alcohol and drug abuse prevention. Also, 120 new and continuing fellowships were awarded to undergraduate and graduate Indian students to support their higher education in selected professional fields.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

During FY 1990, the Department of Education contracted with Pelavin Associates, Inc. to conduct a study of the Indian Education Fellowship program. The purpose of the study is to gather information on the academic progress, degree completion, and subsequent employment of fellowship recipients. Findings from the study, which will be available in early 1991, will be used to address policy issues related to Indian Education and assist in meeting the needs of future fellows.

In April 1990, the Secretary of Education established a 15-member Indian Nations At Risk Task Force to review and recommend ways to improve the condition of education for Native Americans. The scope of the task force's assignment is broad, encompassing Federal, State, and locally supported education from the preschool level through the postsecondary and graduate levels. The task force has held regional hearings to share its ideas and seek information from experts, educators, parents, and others concerned with issues involving Native Americans. The task force is scheduled to submit a final report to the Secretary in mid-1991, making practical recommendations for action to be taken by educators, boards of education, the Federal, State and local governments, affected tribes, and others with an interest in the education of Indians.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Tippeconnic, (202) 401-1887
Program Support : Irvin Jones, (202) 401-1906

Program Studies : Barbara Coates, (202) 401-1958

SPECIAL PROGRAMS FOR INDIAN ADULTS--SUBPART 3
(CFDA No. 84.062)

I. PROGRAM PROFILE

Legislation: Indian Education Act of 1988, P.L. 100-297), Title V, Part C, Subpart 3 (25 U.S.C. 2631) (expires September 30, 1993).

Purpose: Subpart 3 of the Indian Education Act provides assistance for projects designed to improve educational opportunities below the college level for Indian adults.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 500,000	1985	$2,940,000
1975	3,000,000	1986	2,797,000
1980	5,830,000	1987	3,000,000
1981	5,430,000	1988	3,000,000
1982	5,213,000	1989	4,000,000
1983	5,531,000	1990	4,078,000
1984	3,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses goal 5 (adult literacy) by funding projects that provide adult basic education and preparation for the high school equivalency examination to Indian adults.

Services

Generally, Subpart 3 projects have concentrated on providing adult basic education and preparation for the high school equivalency examination, according to a 1985 study conducted for the Department of Education (III.1). In FY 1990, adult education service projects received 30 awards to serve approximately 8,000 participants. Services to be offered include consumer education, career counseling, aptitude and vocational testing, and job referral.

According to a 1985 study (III.1), Subpart 3 projects were doing what the law and regulations intended, that is, they provided educational services, conducted planning, pilot and demonstration projects, or offered a combination of both to the appropriate target population.

No real duplication of services was found between Subpart 3 projects and those funded by other Federal programs, such as State grants for adult education funded by the Bureau of Indian Affairs.

III. SOURCES OF INFORMATION

1. *An Evaluation of the Indian Education Act, Title IV: Education of Indian Adults* (Washington, DC: Pelavin Associates, Inc., 1985).

IV. PLANNED STUDIES

In April 1990, the Secretary of Education established a 15-member Indian Nations At Risk Task Force to review and recommend ways to improve the condition of education for Native Americans. The scope of the task force's assignment is broad, encompassing Federal, State, and locally supported education from the preschool level through the postsecondary and graduate levels. The task force has held regional hearings to share its ideas and seek information from experts, educators, parents, and others concerned with issues involving Native Americans. The task force is scheduled to submit a final report to the Secretary in mid-1991, making practical recommendations for action to be taken by educators, boards of education, the Federal, State, and local governments, affected tribes, and others with an interest in the education of Indians.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: John Tippeconnic, (202) 401-1887

Program Studies : Barbara Coates, (202) 401-1958

DRUG-FREE SCHOOLS AND COMMUNITIES
STATE AND LOCAL PROGRAMS
(CFDA No. 84.186)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part B, Sections 5121-5127, of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3191-3197) (expires September 30, 1993).

Purpose: To provide Federal financial assistance to States for programs of alcohol and other drug use education and prevention.

Funding History

Fiscal Year	Appropriation
1987	$161,046,000
1988	191,480,000
1989	287,730,000
1990	460,554,000 1/

1/ This amount includes $24,688,000 for Emergency Grants.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This formula grant program is a significant factor in helping schools and communities achieve safe, drug-free schools (Goal 6).

Population Targeting

School age public and private school youth (kindergarten through grade 12) are served; children and youth from high-risk environments are a primary focus of programs operated with Governors' funds.

Services

School- and community-based programs provide for the prevention of alcohol and other drug use, early intervention, student assistance programs, rehabilitation referral, parent and community involvement, and training and technical assistance.

Program Administration

Each State allocation is divided between the State education agency (SEA) and the Office of the Governor. The SEA must allot most of its funds to local and intermediate education agencies based on enrollment in public and private, nonprofit schools. At least 50 percent of the Governor's funds must be used for programs designed to meet the needs of high-risk youth.

Outcomes

States are required to evaluate the effectiveness of their programs annually and to submit to the Department a biennial report that contains information on the State and local programs conducted with assistance from the Act. Information for the first biennial report was collected as part of a study conducted for the Department by the Research Triangle Institute on the implementation of the Drug-Free Schools and Communities Act. (This study is expected to be completed by March 1991). The second biennial report (covering FY 1989-91) will be due December 1991.

III. SOURCES OF INFORMATION

1. Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention Education Programs (Washington, DC: U.S. Department of Education in conjunction with the U.S. Department of Health and Human Services, 1987).

2. Legislation and program files.

IV. PLANNED STUDIES

A contract has been awarded to Research Triangle Institute to conduct a 60-month study of the relative effectiveness of school-based prevention program strategies. The study will have three components: (1) monitoring changes in alcohol and other drug use knowledge, attitudes, and behaviors of a cohort of 5th and 6th graders from school year 1991-1992 through 1994-1995; (2) conducting in-depth case studies of 10 Governor's local prevention projects for high-risk youth in order to identify examplary practices in community-based prevention programs; and (3) conducting a mail survey to SEAs to determine the extent to which State prevention programs will have changed in response to the 1989 amendments to the Act.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jack Simms, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

DRUG-FREE SCHOOLS AND COMMUNITIES REGIONAL CENTERS PROGRAM
(CFDA No. 84.188)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5135 of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3215) (expires September 30, 1993).

Purpose: To provide training and technical assistance to strengthen developed alcohol and other drug use education and prevention activities in the schools.

Funding History

Fiscal Year	Appropriation
1987	$ 8,752,000
1988	10,019,302
1989	15,637,500
1990	15,959,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by providing training and technical assistance on program implementation and evaluation to schools and communities.

Population Targeting

The five regional centers provide workshops and on-site technical assistance to administrators, teachers, and counselors in schools and institutions of higher education, parents, community leaders, teacher trainers, and State education agency (SEA) personnel.

Services

The regional centers train school teams to assess alcohol- and drug-related problems confronting schools and communities; help SEAs coordinate and strengthen prevention programs; and help local education agencies and institutions of higher education develop preservice and inservice training programs. The centers also evaluate substance use prevention programs and strategies for effectiveness, and disseminate information about successful programs.

Program Administration

The Department of Education held a competition in FY 1990 to award four-year cooperative agreements for five new centers: Midwest--North Central Regional Coopereratove Education Laboratory; Southeast--University of Kentucky; Northeast--Super Teams, Ltd.; Southwest--University of Oklahoma; and West--Northwest Regional Educational Laboratory.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAMS FOR HAWAIIAN NATIVES
(CFDA No. 84.199)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5134 of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3214) (expires September 30, 1993).

Purpose: To fund alcohol and other drug use prevention and education activities to organizations that primarily serve and represent Hawaiian Natives.

Funding History

Fiscal Year	Appropriation
1987	$ 389,000
1988	445,302
1989	695,000
1990	1,067,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by providing culturally appropriate prevention services to the target population.

Population Targeting

Hawaiian Natives are the target group for services. The grant recipient, Kamehameha Schools in Honolulu, is working with a community of over 20,000 including 4,500 students served by two school complexes.

Services

Grantee activities have expanded to a Statewide focus for year four of the program, including such activities as curriculum assessment, development and dissemination of education materials, resource and referral services, services to out-of-school youth and families, parent training programs, teacher training, developing community-based prevention activities, and providing technical assistance.

Program Administration

The designee of the Governor of the State of Hawaii administers the program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

DRUG-FREE SCHOOLS AND COMMUNITIES
INDIAN YOUTH PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5133 of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3213) (expires September 30, 1993).

Purpose: To fund alcohol and drug education and prevention programs for Indian children who attend schools operated or funded by the Bureau of Indian Affairs.

Funding History

Fiscal Year	Appropriation
1987	$1,945,000
1988	2,226,512
1989	3,475,000
1990	5,332,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by providing prevention services to an underserved population.

Population Targeting

Indian children attending schools operated or funded by the Bureau of Indian Affairs.

Services

Alcohol and drug abuse education and prevention programs include activities such as assistance in implementing curricula, inservice workshops, and special training for students in pursuing drug- and alcohol-free lives.

Program Administration

The program is administered by the Bureau of Indian Affairs in accordance with a Memorandum of Agreement between the Secretary of Education and the Secretary of the Interior.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

DRUG-FREE SCHOOLS AND COMMUNITIES
SCHOOL PERSONNEL TRAINING GRANTS PROGRAM
(CFDA No. 84.207)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5128-5130, of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free School and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3201-3203) (expires September 30, 1993).

Purpose: To provide assistance to State education agencies (SEAs), local education agencies (LEAs), and institutions of higher education (IHEs), to support training programs for elementary and secondary teachers, administrators, and other school personnel in drug and alcohol abuse education and prevention.

Funding History

Fiscal Year	Appropriation 1/
1987	$ 7,780,000
1988	8,169,000
1989	20,900,000
1990	23,395,000

1/ The amounts appropriated in FY 1987, FY 1988, and FY 1989 represent funds formerly administered under CFDA 84.184A, Training and Demonstration Grants. For FY 1990, the amount shown represents funds for training only ($20,000,000 for all categories of school personnel and $3,395,000 for counselors, social workers, psychologists, and nurses).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by providing school staff with knowledge of the effects of alcohol and other drug use on student learning and by helping teachers and other school personnel be responsive to students who are at risk for alcohol and other drug use.

Population Targeting

Preservice and inservice teachers, and other school personnel.

Services

Services include preservice and inservice teacher training. In FY 1990, the Department of Education funded 56 grants at an average cost of $125,000. Examples of funded projects include:

- A preservice and inservice training program for teachers and other school personnel, and the development of preservice/intervention programs (K-12) responsive to the school and the community.
- A 5-week substance abuse training program which identifies risks associated with chemical abuse, knowledge of common abused substances, and alternate ways of coping with stress other than escaping through the use of alcohol and other drugs.

Program Administration

The program is operated as a grants competition. Projects are administered by SEAs, LEAs, and IHEs, and are funded for up to 18 months. Awards were made to 35 States, the District of Columbia, Palau, and Guam.

III. SOURCES OF INFORMATION

1. Project files.

IV. PLANNED STUDIES

The Department of Education has contracted for a study of the School Personnel Training Grants program. The purpose of the evaluation is to identify promising substance use education and prevention teacher training projects funded under the program. This study will be completed in January 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ethel Jackson, (202) 401-1599

Program Studies : Barbara Vespucci, (202) 401-3630

DRUG-FREE SCHOOLS AND COMMUNITIES
DEMONSTRATION GRANTS PROGRAM
(CFDA No. 84.184A)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5131 of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3211) (expires September 30, 1993).

Purpose: To provide assistance to institutions of higher education for model demonstration programs coordinated with local elementary and seconday schools for the development and implementation of alcohol and other drug use education and prevention programs.

Funding History

Fiscal Year	Appropriation 1/
1987	$ 0
1988	0
1989	0
1990	5,000,000

1/ Appropriations in FY 1987, FY 1988, and FY 1989 for this program, formerly a component of the Training and Demonstration Grants program, are included in the amounts shown for these years under CFDA No. 84.207, School Personnel Training Grants program.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goals 6) through development of model prevention curricula for students in grades K-12.

Services

The primary focus of this program is the development of research-based alcohol and other drug education and prevention programs for grades K-12. In FY 1990, the Department of Education funded 20 grants at an average of $245,000.

The funded projects include:

- a demonstration of a comprehensive approach to alcohol and other drug use prevention for high risk youth involving social and family skills training and a referral network (Utah); and
- a demonstration of two parent training programs designed to reduce risk factors associated with alcohol and other drug use (State of Washington).

Program Administration

The program is operated as a grants competition. Projects are administered by institutions of higher education and are funded for up to three years. Awards were made to 11 States and the District of Columbia.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen J. King, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

DRUG-FREE SCHOOLS AND COMMUNITIES
FEDERAL ACTIVITIES GRANTS PROGRAM
(CFDA No. 84.184B)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5132 of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3212) (expires September 30, 1993).

Purpose: To provide assistance to State education agencies, local education agencies, institutions of higher education, and nonprofit organizations to support drug and alcohol use education and prevention activities.

Funding History

Fiscal Year	Appropriation 1/
1987	$ 4,993,000
1988	4,855,000
1989	6,072,000
1990	3,828,588

1/ These amounts include only the Federal Activities Discretionary Grants programs. Additional funds are appropriated for other Federal activities such as the Drug-Free School Recognition program and the development and dissemination of publications on prevention for parents, schools, and communities.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports safe, drug-free schools (Goal 6) by helping schools and communities establish community-wide comprehensive prevention programs.

Population Targeting

Grants support projects that serve students through school-based programs and through community-wide efforts.

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Services

Services include the development and implementation of comprehensive alcohol and other drug education and prevention programs. Activities feature model development, dissemination, technical assistance, and curriculum development. In FY 1990, the Department funded 24 grants at an average cost of about $160,000.

The funded projects included:

- A drug and alcohol education project for rural elementary and middle schools in the State of Washington, using an interactive satellite TV network;
- A project in Arkansas to develop and evaluate drug education materials for students in grades 4-6 and their parents, with emphasis on preventing the use of alcohol and tobacco; and
- A project in Illinois to expand an existing drug and alcohol abuse prevention program by engaging parents as participants in helping students return to school after they have been suspended because of alcohol or other drug use.

Program Administration

The program is operated as a grant competition. Projects are administered by State education agencies, local education agencies, institutions of higher education, and nonprofit organizations. Project are funded for up to 18 months. Awards were made to projects in 16 States.

Outcomes

A 1987 report on the effectiveness of substance use prevention programs suggests that comprehensive programs are more likely to prevent or reduce substance use by young people. Comprehensive programs involve coordinated efforts among the school, parents, youth, and the community.

III. SOURCES OF INFORMATION

1. Program files.
2. Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention/Education Programs (Washington, DC: U.S. Department of Education, October 1987).

IV. PLANNED STUDIES

The Department of Education has contracted for a study of the Federal Activities Grants program and the Drug-Free School Recognition program. The purpose of the evaluation is to identify promising alcohol and other drug use education and prevention programs. The study will be completed by March 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Gail Beaumont, (202) 401-1599

Program Studies : Kimmon Richards, (202) 401-3630

CHRISTA McAULIFFE FELLOWSHIP PROGRAM
(CFDA No. 84.190)

I. PROGRAM PROFILE

Legislation: The Higher Education Act of 1965, as amended, Title V, Part D, Subpart 2 (20 U.S.C. 1113-1113e) (expires September 30, 1991).

Purpose: In 1987, the previously unfunded National Talented Teacher Fellowship program was renamed in honor of Christa McAuliffe, the teacher killed in the explosion of the space shuttle Challenger. This program provides annual fellowships to outstanding public and private elementary and secondary school teachers. The fellowships are to be provided in each Congressional district in each of the 50 States, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, American Samoa, the Northern Mariana Islands, and Palau. However, if the appropriation is insufficient to provide that number of fellowships, the Secretary of Education is authorized to determine an alternative distribution that is geographically equitable. For the last few years, the Secretary's alternative distribution has been based on relative numbers of public school teachers. Awards do not exceed the national average public school teacher salary for the most recent year that satisfactory data are available. A seven-member panel in each State selects fellowship recipients and makes recommendations to the Department of Education for fellowship awards.

Christa McAuliffe Fellows may use awards for projects to improve their knowledge or skills and the education of their students through sabbaticals for study or research, consultation with or assistance to other school systems, development of special innovative programs, or model teacher programs and staff development.

Recipients are required to return to a teaching position in their current school system for at least two years following the completion of their fellowships.

Funding History

Fiscal Year	Appropriation
1987	$2,000,000
1988	1,915,000
1989	1,892,000
1990	1,932,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses all six of the national goals through the award of fellowships to school teachers for projects to improve their knowledge, skills and the education of their students. To date, fellowships have supported projects in many disciplines and subject areas, including math and science, civics, language, curriculum development, special education, arts and recreation, and acquisition of computer equipment.

Population Targeting

Public and private elementary and secondary school teachers.

Services

In FY 1990, 75 fellowships were awarded to teachers for a total of 385 awards since 1987. Because applications are developed and selected at the State level, the total number of applicants is unknown.

Fellowships have been awarded for projects in many disciplines. About one-third of all fellowships have been awarded for projects in math and science and one-third for projects in the arts and humanities, with some awards in physical education. The remainder of the funds have been awarded to teachers who are seeking an advanced degree, mostly master's degrees and a few doctorates, and to support writing and publishing books. Most fellowships support new projects, but some awards are made to allow teachers to complete projects that they have been working on for some time.

A sample of the activities undertaken by Christa McAuliffe Fellows follows:

- Developing a Saturday science academy for at-risk children;
- Creating a mobile aerospace resource unit including teaching and enrichment materials;
- Developing a master science lab from which nearby schools can order experiments, lesson plans, and supplies;
- Developing a space unit that includes newsletters and a 3-day space camp at the Kennedy Space Center;
- Establishing a mobile Statewide student weather observation network using satellites and other forms of technology;

- Creating a model student judicial system;
- Buying computer equipment and developing curriculum programs (many awards are used for this purpose);
- Purchasing and equipping a mobile preschool classroom for children not enrolled in an on-site program;
- Expanding a recreation program in a rural mining community for at-risk students;
- Developing an oral language festival; and
- Teaching parenting skills to parents of special education students through workshops.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-1059

Program Studies : Barbara Coates, (202) 401-1958

WOMEN'S EDUCATIONAL EQUITY
(CFDA No. 84.083)

I. PROGRAM PROFILE

Legislation: The Women's Educational Equity Act (WEEA) of 1974, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P. L. 100-297) (20 U.S.C. 3041-3047) (expires September 30, 1993).

Purpose: To (1) provide equity for women--including girls--at all levels of education, (2) provide financial assistance to education agencies and institutions in meeting all requirements of Title IX of the Education Amendments of 1972 (relating to nondiscrimination on the basis of sex in Federally assisted educational programs), and (3) promote educational equity for women who suffer multiple discrimination, bias, or stereotyping based on sex, race, ethnic origin, disability or age.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1976	$ 6,270,000	1985	$6,000,000
1980	10,000,000	1986	5,740,000
1981	8,125,000	1987	3,500,000
1982	5,760,000	1988	3,351,000
1983	5,760,000	1989	2,949,000
1984	5,760,000	1990	1,550,700

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Several Women's Educational Equity Act (WEEA) funded projects are designed to reduce the dropout rate and to encourage women dropouts to resume their education. These projects support national education goal 2, which aims to increase the high school graduation rate to at least 90 percent by the year 2000.

Population Targeting

The program awards grants and contracts to public agencies and nonprofit private agencies, organizations, and institutions--including student and community groups--and individuals to operate programs that promote educational equity.

Services

WEEA funds support a wide variety of demonstration, developmental and dissemination projects, including the development and evaluation of educational materials, training programs and guidance and counseling activities. WEEA projects must have national, statewide or general significance and may address all levels of education. WEEA grantees may provide direct services to a target group or may develop educational materials that are distributed upon request through the WEEA Publishing Center.

The WEEA regulations have been amended to implement changes mandated by the Hawkins-Stafford Amendments; to include new regulations for projects of local significance; and to effect other revisions based on policy changes and a thorough deregulation review. The changes to the regulations include new priorities to highlight some areas of growing concern to women and girls: participating in mathematics, science, and computer science courses and in careers in which they are underrepresented; expanding opportunities for economically disadvantaged women; and ensuring that women remain in school or, if they drop out, resume their education.

In FY 1990, 23 grants were awarded. Of these grants, 6 general grants and 10 challenge grants (grants for small, innovative projects costing $40,000 or less) were awarded under the following priorities selected by the Secretary:

(a) projects to reduce the rate at which women drop out of formal education and to encourage women dropouts to resume their education;

(b) projects to enhance opportunities for educational achievement by economically disadvantaged women; and

(c) projects to enhance opportunities for educational achievement by women who suffer multiple discrimination on the basis of sex and on race, ethnic origin, age, or disability.

Outcomes

The projects funded during the past program year fall into three categories: service, research, and curriculum development. One of the projects in the area of curriculum development was the American Indian Resource Center located in Tulsa, Oklahoma. This center developed A-GAY-YAH, a Gender Equity Curriculum for grades 6-12. The lessons are based on Indian culture for use in classrooms where Indian children are students.

The Educational Equity for Women in Aviation Education project administered by the Alabama Aviation and Technical College in Ozark, Alabama focused on eliminating barriers that prevent women from entering nontraditional aviation programs.

The National Black Child Development Institute in Washington, D.C. conducted a project that assisted junior high school teachers, administrators, and guidance counselors to motivate black girls academically and in career planning.

In FY 1990, the majority of sales from the WEEA Publishing Center were to teachers and faculty of community and junior colleges, colleges and universities, local education agencies, and intermediate agencies including learning centers and area education agencies. Requests for assistance were responded to from individuals and organizations nationwide representing adult programs, employment centers, girls clubs, career centers, child care networks, guidance counselors, and K-12 teachers.

III. SOURCES OF INFORMATION

1. Program Files.
2. WEEA Publishing Center, User Analysis (1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-0344

Program Studies : Lenore Garcia, (202) 401-3630

MIGRANT EDUCATION--HIGH SCHOOL EQUIVALENCY PROGRAM (HEP) AND COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

(CFDA Nos. 84.141 and 84.149)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Section 418A, P.L. 89-329, as amended by P.L. 99-498 (20 U.S.C. 1070d-2) (expires September 30, 1991).

Purpose: The High School Equivalency program (HEP) and the College Assistance Migrant program (CAMP) help students who are engaged, or whose families are engaged, in migratory or other seasonal farm work. Grants for both HEP and CAMP are made to institutions of higher education (IHEs) or to other nonprofit private agencies that cooperate with such an institution.

Funding History: 1/

Fiscal Year	Appropriation		Fiscal Year	Appropriation	
	HEP	CAMP		HEP	CAMP
1975	$5,396,665 2/		1985	$6,300,000	$1,200,000
1980	$6,160,000	$1,173,000	1986	6,029,000	1,148,000
1981	6,095,000	1,208,000	1987	6,300,000	1,200,000
1982	5,851,200	1,160,000	1988	7,276,000	1,340,000
1983	6,300,000	1,200,000	1989	7,410,000	1,482,000
1984	6,300,000	1,950,000 3/	1990	7,858,000	1,720,000

1/ The Department of Labor began funding HEP and CAMP in 1967, but funding information before 1975 is not available.

2/ This figure represents total funding for both HEP and CAMP in FY 1975.

3/ Includes a $750,000 supplemental appropriation for CAMP.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

HEP helps persons, 17 years of age or older who are not currently enrolled in school, to obtain the equivalent of a secondary school diploma and subsequently to gain employment or to begin postsecondary education or training (Goals 2 and 3). CAMP assists students enrolled in the first undergraduate year at an institution of higher education to complete their program of study for that year (Goal 5).

Population Targeting

According to a longitudinal evaluation of the programs completed in 1985, the two programs have, over the last 20 years, served approximately 45,000 students out of an estimated 1.4 million persons whose migratory employment patterns prevent them from completing high school and college educational objectives. Eighty-three percent of HEP students and 93 percent of CAMP students are Hispanics between the ages of 17 and 20 (III.1).

The HEP program will serve an estimated 3,090 persons, and the CAMP program an estimated 280 persons in school year 1990-91 (III.2).

Services

HEP participants receive developmental instruction and counseling services intended to prepare them (1) to complete the requirements for high school graduation or the general education development (GED) certificate; (2) to pass a standardized test of high school equivalency; and (3) to participate in subsequent postsecondary educational or career activities (III.1).

CAMP programs provide academic and counseling support services, diagnostic and advising services, and financial assistance to first-year college students (III.1).

According to a descriptive review of HEP and CAMP completed in 1989, academic instruction accounted for 57 percent of the average service hours at 12 HEP sites providing services in 1986-87. Instructional support services such as tutoring accounted for 17 percent of the total services provided by HEP projects, job training accounted for 14 percent, counseling services for 7 percent, and cultural or social activities accounted for 5 percent. CAMP projects, on the other hand, emphasize such support services as tutoring and academic and personal counseling rather than direct academic instruction (III.3).

Program Administration

In FY 1990, 23 HEP programs were funded in 17 States, with grants ranging from $172,634 to $457,583. Six CAMP programs were funded in five States, with grants ranging from $204,116 to $354,504 (III.2).

The average cost of supporting one HEP participant for the 1989-90 school year was $2,426; the average cost for one CAMP participant was $5,123 (III.2).

According to a 1989 descriptive review of 16 HEP projects, there were significant differences in expenditures per participant at commuter, residential, and mixed residential/commuter projects. Commuter HEP projects spent, on the average, $2,160 per participant in 1986-87; residential projects spent $2,287 per participant; and mixed residential/commuter projects spent $2,797 per participant. The cost per participant was $2,340 at IHE-operated projects and $2,308 at HEP projects operated by private, nonprofit agencies (III.3).

Outcomes

According to the longitudinal study of the programs completed in 1985, 85 percent of the students enrolled in HEP programs between 1980 and 1984 have passed the GED. Approximately 81 percent of all HEP participants passed the high school equivalency test while they were enrolled in the program, and the remainder did so at a later time (III.1).

Ninety-two percent of all CAMP students surveyed completed the first year of college, compared with 77 percent of the freshman class nationally. Fifteen percent of CAMP students from 1980 through 1984 completed a 4-year degree program, and 13 percent completed a 2-year degree program. About 1 percent of HEP students completed a 4-year degree program and 5 percent completed a 2-year degree program (III.1).

According to the longitudinal study of the programs completed in 1985, HEP programs that were directly affiliated with colleges and universities had GED completion rates of 85 percent while programs lacking a direct university affiliation had GED completion rates of 71 percent. Thirteen percent of the participants in college-based programs earned associate or baccalaureate degrees as compared to 5 percent of the participants in programs without a university affiliation. Programs that specified anticipated outcomes in observable and measurable terms had a success rate 20 to 30 percent higher than those that did not (III.1).

According to the descriptive review of HEP and CAMP completed in 1989, 70 percent of HEP participants completed the GED during the 1986-87 school year. Seventy-three percent of participants at IHE-operated projects completed the GED, as compared with 53 percent of participants at private, nonprofit projects. At residential HEP projects, 83 percent of participants received the GED; at commuter HEP projects, 68 percent of participants received the GED; and at mixed residential/commuter HEP projects, 67 percent of participants received the GED (III.3).

Twenty percent of students admitted into a HEP or CAMP program between 1980 and 1984 could not reach stated program objectives because their skill deficiencies were too great for remediation by the programs (III.1).

Upon completing the HEP program, 29 percent of the 1986-87 participants were enrolled at a postsecondary institution and 18 percent were employed in nonmigratory work. Eighty-one percent of CAMP participants in 1986-87 completed their first year of college (III.3).

III. SOURCES OF INFORMATION

1. HEP/CAMP National Evaluation Project, Research Report No. 3: A Comprehensive Analysis of HEP/CAMP Program Participation (Fresno, CA: California State University, October 1985).
2. Program files.
3. Descriptive Review of Data on the High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) (Washington, DC: Pelavin Associates, April 1989).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Francis V. Corrigan, (202) 401-0740

Program Studies : James J. English, (202) 401-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
ARTS IN EDUCATION
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Section 1564 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 2964 (1988)) (expires September 30, 1993).

Purpose: To establish and conduct programs in which the arts are an integral part of elementary and secondary school curricula.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1976	$ 750,000	1985	$3,157,000
1980	3,500,000	1986	3,157,000
1981	2,025,000	1987	3,337,000
1982	2,025,000	1988	3,315,000
1983	2,025,000	1989	3,458,000
1984	2,125,000	1990	3,851,000

1/ This program is one of several activities authorized by ESEA, Title I, Chapter 2, Part B, Section 1561. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1561 also establishes a minimum level of $3,500,000 for the Arts in Education program.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program provides access to the arts in suppport of goal 3, improving students' academic competency.

Population Targeting

Disabled and nondisabled children and youth, parents, teachers, and school administrators interested in the arts.

Services

The Arts in Education program provides funding to the Very Special Arts (VSA) program (formerly the National Committee on Arts for the Handicapped (NCAH)) to encourage and support quality programs integrating the arts into general education for disabled youth and adults. The program also provides funds to the John F. Kennedy Center for the Performing Arts, which may be used to support four activities: the Alliance for Arts Education, a network of State arts education committees that focus on making the arts an integral part of basic education; the American College Theater Festival; Theater for Young People (formerly Programs for Children and Youth); and the National Symphony Orchestra Education program.

For FY 1990, VSA was awarded $2,884,736 to conduct training and technical assistance related to organizational and public/private partnership development, program development and expansion, training, and information services and public awareness in all 50 States, the District of Columbia, and Puerto Rico. The program is designed to help build a cohesive national network, public and private partnerships, and ongoing arts education programs for persons with disabilities. At the center of the VSA program is the VSA Festival which is intended to enable individuals of all ages to celebrate their artistic accomplishments. In 1990, more than 650 such local festivals were held around the country.

For FY 1990, the Kennedy Center Program was funded for $966,264 to carry out its activities for the year. These funds were primarily used to support the Alliance for Arts Education and the center's Theater for Young People.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Catherine Z. Brown, (202) 401-3168

Program Studies : Barbara Coates, (202) 401-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
INEXPENSIVE BOOK DISTRIBUTION
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Section 1563 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 2963 (1988)) (expires September 30, 1993).

Purpose: To support and promote the establishment of reading motivation programs, including the distribution of inexpensive books to students in order to encourage students to learn to read.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$5,850,000	1987	$7,800,000
1983	5,850,000	1988	7,659,000
1984	6,500,000	1989	8,398,000
1985	7,000,000	1990	8,576,000
1986	6,698,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Inexpensive Book Distribution program promotes literacy. Serving children from ages 3-18, the program assists young children's readiness to learn in school (Goal 1) and encourages adult literacy (Goal 5).

Population Targeting

The program is directed at preschool, elementary, and secondary students. The following table provides the percentages of students served during 1989-90, by age and racial/ethnic categories.

Distribution of Recipients by Ethnicity and Age*

Ethnicity

American Indian	2-3%
Asian	2-3%
Black	16-18%
Mexican American	7-9%
Puerto Rican	1-2%
Other Hispanic	2-3%
White	68-70%
Other	approx. 1%

Age

3-5 year olds	12-14%
6-11 year olds	72-74%
12-14 year olds	12-13%
15-high school	3-4%

*A percentage range is provided because of possible data inaccuracies due to disruptions in service (e.g., sub-contract terminations or renewals) during the year.

Services

The program, administered through Reading Is Fundamental, Inc. (RIF), provides inexpensive books to students in conjunction with activities to encourage reading, such as the "In Celebration of Reading Program" and a recognition program for student readers. RIF also arranges discounts for distributors to enable nonprofit project sites such as schools and community organizations to purchase books at reduced rates.

With FY 1990 funds, an estimated 3,559 local projects are distributing 7.9 million books to 2.5 million children in 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam.

Since 1976, RIF has distributed over 100 million books to local groups through its subcontractor book companies. (This figure includes books donated to the program as well as those purchased with program funds.)

Program Administration

This program is administered by Reading Is Fundamental, Inc., through a contract with the U.S. Department of Education.

Outcomes

RIF does not summarize outcome information in any quantitative way but does provide anecdotal testimonials concerning project results.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Catherine Z. Brown, (202) 401-3168

Program Studies : Carol Chelemer, (202) 401-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
LAW-RELATED EDUCATION
(CFDA No. 84.123)

I. PROGRAM PROFILE

Legislation: Section 1565 of the Elementary and Secondary Education Act of 1965, as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (20 U.S.C. 2965) (expires September 30, 1993).

Purpose: To enable children, youth, and adults to become more informed citizens by providing them with knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$1,000,000	1986	1,914,000
1981	1,000,000	1987	3,000,000
1982	960,000	1988	3,830,000
1983	1,000,000	1989	3,952,000
1984	1,000,000	1990	4,938,000
1985	2,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Law-related Education program is directly designed to help prepare students for responsible citizenship (Goal 3) through challenging courses that stimulate the ability to reason, solve problems, and apply knowledge. Many projects promote personal responsibility and involve students in community service. In addition, law-related education builds students' commitment to rules and laws, thus promoting a safe, disciplined, and drug-free school environment (Goal 6).

Population Targeting

Local, State, and national projects predominantly serve students in public and private schools from kindergarten through grade 12. One nationwide project offers technical assistance to strengthen law-related education across the country. Syracuse University will provide law-related education training to more than 400 educators nationwide.

Services

Law-related education covers a wide range of subjects such as the Bill of Rights and other constitutional law; the role and limits of law in a democratic society; the Federal, State, and local lawmaking process; the role of law in avoiding and resolving conflicts; the administration of the criminal, civil, and juvenile justice systems; and issues of authority, freedom, enforcement, and punishment.

During the 1990-91 school year, 36 law-related education projects were funded in 17 states and the District of Columbia. The FY 1990 grants ranged in size from about $38,000 to $390,000 and were made to State and local education agencies, and public and nonprofit organizations. Six projects were nationwide, while 11 were local, and 19 statewide in scope.

Law-related education projects target a variety of audiences. One program, for example, serves hearing-impaired youth, offering them a "street law" class on common legal rights and procedures. Another project provides Southeast Asian immigrants with an introduction to the American legal system, using native language multi-media materials for instruction. Yet another project is offering training to more than 400 educators nationwide.

Outcomes

The most recent research study on the impact of law-related education was completed in 1984.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-1059

Program Studies : Elizabeth Farquhar, (202) 401-1958

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
BLUE RIBBON SCHOOLS
(No. CFDA Number)

I. PROGRAM PROFILE

Legislation: Title I, Chapter 2, Part B, Section 1566 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 2966) (expires September 30, 1993).

Purpose: To recognize elementary and secondary schools which have established standards of excellence and which have demonstrated high quality.

Funding History 1/

Fiscal Year	Appropriation
1989	$889,000
1990	$494,000

1. This program is one of several activities authorized by ESEA, Title I, Chapter 2, Part B. The maximum amount authorized for Part B is 6 percent of the amount appropriated for Chapter 2. Section 1566 establishes a maximum level of $1,500,000 for the Blue Ribbon Schools program.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The selection of Blue Ribbon Schools provides recognition at the Federal level for local school efforts in developing high quality programs with high standards of excellence. Highlighting these outstanding programs supports Goals 2, 3, and 4.

Population Targeting

The program is directed at elementary and secondary schools.

Services

The program, first authorized for 1989, continues the elementary and secondary school recognition programs, which had been conducted by the Department since 1983 under other authority. Elementary and secondary schools are selected in alternate years. Schools and programs (e.g., mathematics, science, or reading programs) are competitively selected from among public and private schools or programs within local education agencies in

States, schools operated for Indian children by the Department of the Interior, and schools operated by the Department of Defense for dependents. Schools that have been nominated by their State are reviewed by a panel of experts, which selects schools for on-site examination by other non-Federal experts. Selected schools are invited to Washington, D.C., to a ceremony celebrating their accomplishments.

In 1989, 218 public and private secondary schools were selected from among the 629 that were nominated. Geography was designated as an area of special emphasis to highlight the need for improved geography education in secondary schools. Twenty-two of the 218 blue ribbon schools were cited as having comprehensive geography programs, and 4 received special certificates from the National Geographic Society.

In 1990, 221 elementary schools were selected for recognition from among the 497 nominated.

Program Administration

The selection of blue ribbon schools is assisted by a contract awarded by the U.S. Department of Education.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations : Jean Narayanan (202) 219-2138

Program Studies : Elois Scott (202) 401-1958

EDUCATION FOR NATIVE HAWAIIANS
(CFDA NOS. 84.208-84.210)

I. PROGRAM PROFILE

Legislation: The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title IV (20 U.S.C. 4901) (expires September 30, 1993).

Purpose: To authorize and develop supplemental educational programs to benefit Native Hawaiians, provide direction and guidance to appropriate Federal, State, and local agencies to focus resources on the problems of Native Hawaiian education, and supplement and expand existing programs and authorities to further the education of Native Hawaiians. The program consists of five components: (1) Curriculum Development; (2) Family-Based Education Centers; (3) Higher Education Demonstration; (4) Gifted and Talented Demonstration; and (5) Special Education.

Funding History

Fiscal Year	Appropriation
1989	$4,940,000
1990	6,419,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program provides funds for education projects and support services for Native Hawaiians that addresses all of the six national goals.

Program Administration

The five components of this program are administered by three separate offices in the Department of Education: the Office of Elementary and Secondary Education, the Office of Special Education and Rehabilitative Services, and the Office of Postsecondary Education.

Services

In FY 1989, a three-year grant, continued in 1990 and currently totaling $888,963, was awarded to Kamehameha Schools with subcontracts to the University of Hawaii and the State education agency (SEA) to implement, in appropriate Hawaiian public schools, the model curriculum developed by the Kamehameha Elementary Demonstration School. Grantee-sponsored activities include comprehensive teacher training, educational support services, and research and development.

In FY 1989 and 1990, the Department of Education awarded grants totaling $3,138,546 to Kamehameha Schools and $1,704,854 to Aha Punana Leo to develop and operate Family-Based Education Centers. During FY 1990 Kamehameha operated 11 centers that provided parent-infant programs and preschool programs to approximately 1,800 students and 200 parents. Aha Punana Leo operated five centers that provided these services to about 1,000 students and their parents.

A three-year grant, begun in FY 1989 and currently totaling $1,531,400, was awarded to the University of Hawaii at Hilo to establish a Gifted and Talented Center for demonstration projects to address the special needs of Native Hawaiian elementary and secondary school students who are gifted and talented and to provide support services to their families. In FY 1990, 19 demonstration projects assisted almost 2,000 students and their families.

In FY 1990, two grants totaling $1,678,000 were awarded to the Kamehameha Schools for a demonstration program to provide fellowships to undergraduate Native Hawaiian students and for a demonstration project to provide fellowships to Native Hawaiian students pursuing graduate degrees, with priority given to students seeking professions in which Native Hawaiians are under-represented.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, OESE, (202) 401-0344
Linda Glidwell, OSERS, (202) 732-1099
Walter Lewis, OPE, (202) 708-9393

Program Studies : Barbara Coates, (202) 401-1958

DWIGHT D. EISENHOWER MATHEMATICS AND SCIENCE EDUCATION STATE GRANT PROGRAM
(CFDA No. 84.164)

I. PROGRAM PROFILE

Legislation: Title II, Part A of the Hawkins-Stafford Elementary and Secondary Improvement Amendments of 1988 (Dwight D. Eisenhower Mathematics and Science Education Act), P.L. 100-297 (20 U.S.C.A. 2981) (expires September 30, 1993), superceding the Education for Economic Security Act, Title II, P.L. 98-377.

Purpose: To provide financial assistance to State education agencies for elementary and secondary education (SEAs) and higher education (SAHEs), local education agencies (LEAs), institutions of higher education, Territories, and the Bureau of Indian Affairs to improve the skills of teachers and the quality of instruction in mathematics and science in public and private elementary and secondary schools.

Funding History

Fiscal Year	Appropriation 1/
1984	0
1985	$ 90,100,000
1986	39,182,000
1987	72,800,000
1988	108,904,000
1989	128,440,000
1990	126,837,000

1/ The appropriation amounts exclude funds that support Title II National programs (20 U.S.C.A. 2989).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goal Addressed

The program supports efforts to improve elementary and secondary mathematics and science education, which is the focus of Goal 3 (improve student achievement in critical subjects) and Goal 4 (improve mathematics and science achievement).

Population Targeting

The program supports preservice and inservice training and retraining of teachers and other school personnel, and the recruitment of minority teachers, in the fields of mathematics and science. Over 90 percent of all LEAs and approximately 1,500 institutions of higher education have participated in the program (III.1).

Services

A two-year national study of the Education for Economic Security Act (EESA) Title II program was completed in 1990. It included a mail survey of 1,600 local districts and 700 higher education projects, and site visits to 28 districts and 21 higher education projects in seven States. The study primarily describes program operations and administration, but also collected available information on the effect of Title II funds on teacher training and math and science education.

Although most of the data apply specifically to the 1988-89 school year (the last year of the EESA Title II program) the general findings of the study also apply to the Eisenhower program. Highlights of the study's findings include:

- The program is serving large numbers of the nation's teachers. Flow-through funds to districts and higher education grants together supported more than 600,000 professional development experiences ("slots" or opportunities) in 1988-89. Although there may be some duplication in this count, data indicate that at least one-third of all mathematics and science teachers benefit each year from services supported by the program (this includes elementary teachers, all of whom teach mathematics and some of whom teach science).
- More than 75 percent of all program funds support professional development activities for teachers, including inservice training. Other activities, include curriculum development, inservice training, purchase of materials, supplies, and equipment are also supported, but to a much lesser extent.
- Flow-through funds are used by districts primarily to support inservice training, as well as out-of-district professional development. The latter includes opportunities for teachers to attend professional conferences in science and mathematics education.
- In most States, the allocation to districts amounts to an average of about $30 per teacher. Typically, districts do not support high-intensity training. The average (median) amount of training that Title II supports for a participating teacher is six hours, but there is a wide range. Fifteen percent of participants receive more than 18 hours of training.
- Higher education projects typically offer teachers many more hours of training than do district-sponsored activities, averaging 60 hours (median) per participating teacher. These are frequently summer projects lasting several weeks, often offering graduate-level credit.

A final report is due in early 1991 (III.2).

Many small LEAs pool their Eisenhower funds, either by forming consortia or by turning their funds over to intermediate units such as Education Service Centers, which obtain training and other services for them. However, about 10 percent of very small districts do not participate in the program, largely because the amount of funding is too small to warrant a project. Institutions of higher education, which are funded competitively by the State agency for higher education (SAHE), work with one or more LEAs, and may provide services in partnership with businesses, museums, and other community organizations. Five percent of funds apportioned for programs at the LEA level are retained by the State education agency (SEA) to support demonstration and exemplary projects.

Program activities must emphasize science and mathematics instruction. Teacher training projects that involve computer instruction are authorized only in the context of mathematics and science programs, and LEAs can use funds to purchase computer or telecommunications equipment only at schools with at least a 50 percent low income population, after all other training needs have been met. The program has also focused attention on improving access to instruction in these critical subjects by historically underrepresented and underserved groups, such as women and minorities.

Program Administration

The 1990 study found that the three components of the program (State leadership activities, flow-through funds to districts, and higher education grants) provide services that largely complement and reinforce one another (III.2).

A 1986 study found that generally there is also close cooperation between the State administrators of the Eisenhower program and the Chapter 2 program (III.3).

Funds are allocated to LEAs, in accordance with student enrollment counts and poverty criteria, upon the SEA's review and approval of LEA applications that include a description of the activities to be provided and their relationship to the LEAs' assessment of need.

Twenty-five percent of allotted funds go to the SAHE, which makes competitive awards to institutions of higher education to provide services to LEAs. The 1990 study found that grants average about $31,000 (mean) per project, but there is a large variation in grant size. They are typically for one year only. Nearly one-fifth of all institutions of higher education in the Nation have received Title II or Eisenhower grants. On average, only 4 percent of grant funds are used to pay for indirect costs at the host institution, far lower than the indirect costs typically associated with scientific or education grants. More than half of project directors are in mathematics and science departments, rather than in departments or schools of education (III.2).

States, and particularly SEAs, have been required to consider their teacher training needs and to develop initiatives in mathematics and science, computer learning, and foreign languages (III.4) to address these training needs. (Use of program funds to improve instruction in foreign languages and computers was a permissible activity under the predecessor statute, Title II of the Education for Economic Security Act, but is not allowable under the Eisenhower Act.) A review of the legislatively mandated State needs assessment reports indicates that most States have difficulty defining their most pressing needs and pursuing activities that go much beyond traditional inservice training activities. According to the report, the greatest need for improvement in teacher qualifications appears to be in science teaching at the elementary level and, to a lesser degree, in elementary mathematics teaching, particularly in improving problem solving approaches to instruction. At the secondary level, the major need was for updating content knowledge of teachers in mathematics, science, and foreign languages.

The 1990 study found that the Demonstration and Exemplary projects supported by State education agencies for elementary and secondary education and for higher education are numerous and modest in size. More than 700 were supported in 1988-89, averaging $17,000 each. These projects are highly varied and are typically designed to address key concerns within each State, such as efforts to educate teachers about new State curriculum frameworks or new high school graduation requirements (III.2).

Improvement Strategies

Model reporting instruments are being developed by the Department in consultation with the Eisenhower State Coordinators. These instruments will facilitate the development of a common data base that can be used to identify and analyze program needs effectively. The use of the instruments will be voluntary.

The Eisenhower State Grant program and the Eisenhower National program co-sponsor an annual national technical assistance conference in cooperation with the Eisenhower State Grant program coordinators and a broad range of Federal agencies and educational organizations.

III. SOURCES OF INFORMATION

1. Program files.

2. National Study of the EESA Title II Program, 1990.

3. Title II of the Education for Economic Security Act: An Analysis of First-Year Operations (Washington, DC: Policy Studies Associates, Inc., 1986).

4. State Needs Assessments, Title II EESA: A Summary Report (Washington, DC: Decision Resources Corporation, 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lee Wickline, (202) 401-1062

Program Studies : Joanne Wiggins, (202) 401-1958

MAGNET SCHOOLS ASSISTANCE PROGRAM
(CFDA No. 84.165)

I. PROGRAM PROFILE

Legislation: The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 P.L. 100-297 (Title III) (20 U.S.C. 3021-3032) (expires September 30, 1993).

Purposes: To provide financial assistance to eligible local education agencies (LEAs) to support (1) the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students; and (2) courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and marketable vocational skills of students attending these schools.

Grants are awarded to eligible LEAs for use in magnet schools that are part of an approved desegregation plan and are designed to bring together students from different social, economic, ethnic, and racial backgrounds. LEAs may use Magnet Schools Assistance program (MSAP) funds for (1) planning and promoting activities directly related to the expansion, continuation, or enhancement of academic programs and services offered at magnet schools; (2) purchasing books, materials, and equipment (including computers) and paying for the maintenance and operation of such equipment in magnet school programs; and (3) paying the salaries of certified elementary and secondary school teachers in magnet schools.

Funding History

Fiscal Year	Appropriation
1984	$ 75,000,000
1985	75,000,000
1986	71,760,000
1987	75,000,000
1988	71,805,000
1989	113,620,000
1990	112,201,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses goal 1 (readiness to learn in school), goal 2 (increase in school graduation rate), goal 3 (competency in subject matter and preparation for citizenship skills), and goal 4 (achievement in math and science), by providing funds to expand, continue, and enhance academic programs and services in magnet schools.

Population Targeting

LEAs implementing a desegregation plan certified as eligible by the Department of Education's Office for Civil Rights.

Services

Programs serve students from kindergarten through grade 12 in a wide range of academic and vocational programs. Program curricula include math and science; classical studies; international business and commerce; broadcast journalism; Arabic, Chinese, Japanese, and Russian languages; computer technology; creative and performing arts; and environmental studies. Some schools integrate English as a Second Language into their program curriculum. In FY 1990, there were 54 awards to LEAs in 25 States. Grants ranged from $183,705 to $4,000,000 (III.1).

Program Administration

Grants are awarded competitively to eligible applicants. Applicants not funded in the last fiscal year of the previous funding cycle are given priority in distributing funds in excess of $75 million. In FY 1989, the first $75 million covered 33 grants; the remaining $38.6 million supported 11 awards. Grant awards ranged from $183,705 to $4,000,000. Grants may be funded for a second year, provided the grantee is making satisfactory progress towards achieving the purposes of the program.

A 1987 General Accounting Office study of the FY 1985 and 1987 MSAP's grant process indicated that qualified reviewers were selected and that the number of grants awarded to various geographical regions was proportional to their submission rate (III.2).

Outcomes

A 1983 study indicated that magnet schools in general can provide high-quality education in urban school districts for average as well as high ability students. They can also have a positive effect on desegregation at the district level and on integration at the school level (III.3).

A 1987 study on school desegregation efforts concluded that voluntary magnet school desegregation plans increase interracial exposure over the long term and enhance the reputation of the school system, which may be particularly important to systems with a high proportion of minority students (III.4).

A 1989 study reexamining some of the programs included in the 1983 study (III.3) found that magnet school enrollment is increasing and that a smaller proportion of schools select students on the basis of academic criteria (III.5).

III. SOURCES OF INFORMATION

1. Program files.
2. Magnet Schools: Information on the Grant Award Process (Washington, DC: U.S. General Accounting Office, October 1987).
3. Survey of Magnet Schools: Analyzing A Model for Quality Integrated Education, a report prepared for the U.S. Department of Education, Office of Planning, Budget and Evaluation by James H. Lowry and Associates (Washington, DC: 1983)
4. C. Rossell and R. Clarke, The Carrot or the Stick in School Desegregation Policy?, a report to the National Institute of Education, Grant NIE-G-83-0019 (Boston, MA: March 1987).
5. Rolf K. Blank, "Educational Effects of Magnet High School," draft to be published by the Wisconsin Center for Education Research, National Center on Effective Secondary Schools (Madison, WI: September 1989).

IV. PLANNED STUDIES

The Department of Education's Planning and Evaluation Service initiated a two-year national study of magnet schools in the fall of 1990. The study will include magnet schools associated with desegregation plans as well as other magnet, alternative, and specialty schools. Particular areas to be investigated include: student performance, desegregation/resegregation, and district-wide impacts.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-0344

Program Studies : Joanne Wiggins, (202) 401-1958

EDUCATION FOR HOMELESS CHILDREN AND YOUTH
(CFDA No. 84.196)

I. PROGRAM PROFILE

Legislation: Stewart B. McKinney Homeless Assistance Act, P.L. 100-77, Title VII, Subtitle B--Education for Homeless Children and Youth, as amended (42 U.S.C.-Sec. 11431 *et seq.*) (expires September 30, 1993).

Purpose: Under Section 722 grants are provided to State education agencies (SEAs) to ensure that homeless children and youth have access to a free, appropriate public education. Funds are distributed to SEAs in the same proportion as under Section 1005 of Chapter 1 of Title I of the Elementary and Secondary Education Act, except that no State receives less than $50,000. Funds provide for establishing an Office of Coordinator of Education of Homeless Children and Youth, and for preparing and carrying out a State plan.

Section 723 authorizes grants for exemplary programs that successfully address the needs of homeless students in elementary and secondary schools.

Funding History

Fiscal Year	Appropriation
1987	$4,600,000
1988	4,787,000
1989	4,834,000
1990	7,404,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Among the activities undertaken by the State coordinators supported by these grants is the identification and removal of legislative barriers, such as residency requirements, that could prevent homeless children or youth from having access to a free, appropriate public education (Goals 1, 2, 3, 4, 5).

Population Targeting

The target population is homeless children and youth, especially those who may not be receiving a free, appropriate public education.

Services

The program under Section 722 does not provide direct educational services to children. Primary efforts are to gather data on the number and location of homeless children and youth and to develop and carry out a State plan for their education. Data gathering by SEAs is primarily directed toward local education agencies (LEAs), service providers, shelter operators, and advocacy groups. Strategies involved in implementing the State plans include reviewing and revising residency requirements that exist as components of compulsory school attendance laws, and ensuring that each child or youth has access to a free, appropriate education. Objectives include alleviation of problems of access to and placement of children and youth in schools and the alleviation of difficulties in identifying the special needs of such children.

Program Administration

Under Section 722, each State and territory with the exception of Hawaii, the District of Columbia, Puerto Rico, the Virgin Islands, and American Samoa has established an Office of Coordinator of Education of Homeless Children and Youth.

Under Section 723, 17 grants totaling $2,363,000 were made in FY 1990 for exemplary programs that are successfully addressing the needs of homeless students in elementary or secondary schools.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

A small study was initiated in FY 1989 to identify and describe 15 particularly promising or innovative education-related activities serving homeless children. In order to ensure diversity, project variables considered in selecting sites included: region and urbanicity; number and type of children and youth served (and adults, if applicable); setting in which the program operated; services offered; and budget and funding sources. Findings from the study are expected in FY 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mary Jean LeTendre, (202) 401-1682

Program Studies : Howard Essl, (202) 401-1958

SCHOOL DROPOUT DEMONSTRATION ASSISTANCE PROGRAM
(CFDA No. 84.201)

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Act of 1965 as amended Title VI, Part A, Section 6004 and 6005 (20 U.S.C. 2701)(expires September 30, 1991)

Purpose: To reduce the number of children who do not complete their elementary and secondary education by providing Federal assistance to local education agencies (LEAs), community-based organizations, and educational partnerships.

Funding History

Fiscal Year	Appropriation
1988	$23,935,000
1989	21,736,000
1990	19,945,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The School Dropout Demonstration Assistance program supports the goal of increasing the high school graduation rate (Goal 2), through funding of dropout prevention and reentry programs.

Population Targeting

The projects are designed to establish and demonstrate (1) effective programs to identify potential student dropouts and prevent them from dropping out; (2) effective programs to identify and encourage children who have already dropped out to reenter school and complete their elementary and secondary education; (3) effective programs for early intervention designed to identify at-risk students at the elementary and early secondary school level; and (4) model systems for collecting and reporting information to local school officials on the number, ages, and grade levels of children not completing their elementary and secondary education and reasons why they have dropped out of school.

Services

A given project may employ several strategies to encourage attendance, achievement, retention, and completion of the program. Strategies frequently used include keeping programs small in size and organizing student instruction in small classes; regular reinforcement and feedback to participants about their progress; providing students with adult mentors (teachers, counselors, volunteers from community and business); remedial academic instruction (often individualized and self-paced); vocational education; a flexible class schedule, including evenings; child care; cooperative employment; and job placement. Some programs coincide with the school year, whereas others have an open entry/open exit schedule. Programs may be operated as part of a regular school, as an alternative school, or through a community-based organization or service delivery agency.

Program Administration

Eighty-nine grants were awarded in FY 1988 for a period of up to two years. Grantees received a third year of funding in FY 1990. Funding was limited to applicants (1) proposing to replicate successful programs conducted in other local education agencies or to expand successful programs within a local education agency; and (2) having a very high number or high percentage of school dropouts. Funds were allotted in four categories: 25 percent to LEAs with a total enrollment of 100,000 or more; 40 percent to LEAs with a total enrollment of at least 20,000 but less than 100,000; 30 percent LEAs with a total enrollment of less than 20,000; and 5 percent to community-based organizations. In each of the first three categories, 25 percent of the funds were available to educational partnerships. The Federal share of grants under this program was a maximum of 90 percent in 1988 and 75 percent in 1989 and 1990.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The Office of Planning, Budget and Evaluation, in cooperation with the Office of Elementary and Secondary Education, is conducting an assessment of the projects funded under this program in order to evaluate their effectiveness in high school dropout prevention and reentry. A descriptive report of the first two years of program operation based on a survey of all 89 projects will be available in March 1991. The first results of an indepth evaluation of selected projects will also be available in March 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Janice Williams-Madison, (202) 401-0344

Program Studies : Audrey Pendleton, (202) 401-3630

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

BILINGUAL EDUCATION PROGRAMS--
DISCRETIONARY GRANTS TO LOCAL EDUCATION AGENCIES--PART A
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: The Bilingual Education Act of 1984, P.L. 98-511, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, Title VII, Part A (20 U.S.C. 3291-3292) (expires September 30, 1993).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 7,500,000	1984	$ 89,567,000
1970	21,250,000	1985	95,099,000
1975	53,370,000	1986	91,010,000
1980	115,863,000	1987	99,161,000
1981	107,017,000	1988	101,198,000
1982	86,579,000	1989	110,761,000
1983	86,526,000	1990	115,779,000

Purpose: To assist local education agencies (LEAs) and other eligible grantees in the development and support of instructional programs for students with limited English proficiency (LEP). By statute, Part A programs are to receive at least 60 percent of Bilingual Education Act funds.

Program Components: Discretionary grants are awarded to LEAs and other eligible recipients to develop and conduct the following types of programs:

- Transitional Bilingual Education. A program which is designed to provide structured English-language instruction and, to the extent necessary to allow a LEP child to achieve competence in English, instruction in the native language of the child, and incorporate the cultural heritage of the child and other children in American society. Such instruction must, to the extent necessary, be in all courses or subjects of study to allow a LEP child to meet grade promotion and graduation requirements.

- Developmental Bilingual Education. A full-time program which is designed to provide structured English-language instruction and instruction in a non-English language in order to help LEP children achieve competence both in English and in a second language while mastering subject-matter skills. The instruction must be, to the extent necessary, in all courses or subjects of study to allow a child to meet grade promotion and graduation requirements. Where possible, classes must be composed of approximately equal numbers of students whose native language is English and LEP students whose native language is the second language of instruction and study in the program.

- Special Alternative Instruction. A program which is designed to provide structured English-language instruction and special instructional services that will allow a LEP child to achieve competence in the English language and to meet grade promotion and graduation standards. These programs are neither transitional nor developmental but have specially designed curricula and are appropriate for the particular linguistic and instructional needs of the children enrolled. No native language instruction is required.

- Academic Excellence. A program which is designed to facilitate the dissemination of effective bilingual practices of transitional or developmental bilingual education or special alternative instruction projects that have an established record of providing effective, academically excellent instruction and are designed to serve as models of exemplary programs.

- Family English Literacy. A program of instruction to help LEP adults and out-of-school youth achieve competence in English; the subject matter may be taught either entirely in English or bilingually. Preference for participation is given to parents and immediate family members of students enrolled in other programs assisted under the Bilingual Education Act.

- Special Populations. Programs of instruction for LEP students in preschool, special education, and gifted and talented programs which are designed to be preparatory or supplementary to programs such as those assisted under the Act.

FY 1990 Grant Awards

Program Type	Number of Proposals Funded	Funding
Transitional Bilingual Education	515	$ 80,301,482
Developmental Bilingual Education	17	2,789,000
Special Alternative Instruction	171	17,940,000
Academic Excellence	12	2,181,958
Family English Literacy	37	5,018,500
Special Populations	48	7,548,060
TOTAL	800	$115,779,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Title VII Bilingual Education Program supports projects which provide LEP students with instructional and support services to enable them to function in school and life (Goals 2, 3, and 5). These may include preschool (Goal 1).

Population Targeting

According to State education agency (SEA) Title VII grantees, there were 1.9 million LEP students in the 1988-89 academic year (III.1).

An estimated 277,350 students were served in projects funded under Title VII Part A in 1990 (III.1).

A study of student selection procedures found that, when a student speaks some English, different oral language proficiency tests often disagree as to whether the student should be classified as LEP. Classification of such students as LEP depends on what test is used and how high or low a local district or State chooses to set cut-off scores for selection into or exit from the program (III.2).

The recently completed National Longitudinal Evaluation of Bilingual Education found the major determinant of LEP placement in particular instructional services to be the school district's policies, some of which are apparently independent of individual students' level of English proficiency or teacher judgments. These policies are related to local conditions, such as the size of the LEP population in the district, school and classroom. English proficiency of the LEP student does play a minor role in assignment to service, but mostly in the earlier grade levels. Decisions about when to exit students from LEP services are based on both local policy determinations and rules related to reaching certain levels of English proficiency (III.3).

Services

The ongoing study of three instructional approaches (i.e., the immersion strategy, the early-exit and late-exit transitional programs) for bilingual education (III.4) found that:

- The three approaches do represent distinct instructional models. As envisioned, these three approaches are distinct in the amount of English that is used in instruction. Immersion programs use English almost exclusively (94 to 99 percent); early-exit teachers use English approximately two-thirds of the time in kindergarten and first grade, gradually increasing its use to approximately three-fourths of the time in grade three. Late-exit programs use English very little in kindergarten, one-third in first and second grades and about half in third grade. However, contrary to the model, late-exit programs use English more than 60 percent in grades five and six.

- Contrary to expectations, the amount of time LEP students remain in immersion strategy, early-exit, and late-exit programs is about the same. In theory, both immersion and early-exit programs call for mainstreaming within two or three years. However, this study found that over two-thirds of the immersion strategy and over three-fourths of the early-exit students are not mainstreamed after four years in their respective bilingual programs.
- A higher percentage of late-exit students (about one-third) are reclassified from LEP to fully-English-proficient (FEP) than are students in either immersion strategy (22 percent) or early-exit (19 percent) programs.
- Students in all three instructional programs are subject to a passive learning environment. From the classroom observations, the study found that teachers did most of the talking. Students produced language only when they were working directly with a teacher, and then only in response to teacher initiations. Typically when students responded, they only provided simple information recall rather than generating original statements. Moreover, in about half of the interactions that teachers have with students, students do not produce any language (only non-verbal responses such as listening, gesturing, etc.).
- While the majority of parents in all three approaches report that they read to their children in Spanish or English, more late-exit and early exit parents than immersion strategy parents help with or monitor their children's homework.
- The majority of parents (56 percent) want their children to learn Spanish and English equally well. Very few of the parents (6 percent) believe that students who speak only Spanish should be taught only in English. Most parents feel that their children need extra instruction in English (93 percent) and that bilingual teachers (93 percent) should be provided by the schools.
- Bilingual teachers vary across the three approaches with respect to their language proficiency and bilingual training. Late-exit teachers are more proficient in the students' native language and have advanced bilingual training. By contrast, immersion and early-exit teachers are not sufficiently proficient in the native language to teach it, and do not have as much advanced training. Teachers differ markedly in their attitudes on how LEP students should be taught, essentially concurring with the underlying rationale for their respective instructional models (III.4).

The soon-to-be-completed Innovative Approaches Research Project has developed and studied model projects in science education, special education, dropout prevention and literacy. These model projects make use of common approaches, including cooperative learning techniques and culturally relevant instructional techniques (III.5).

The ongoing Special Alternative Instructional programs study has identified the following common themes in instructional design and practice at nine exemplary sites: alignment of the curriculum with mainstream instruction programs; effective program staffing; peer teaching; native language support; parental involvement; and use of local resources (III.6).

A special study of American Indian students in a sample of 11 public and tribal schools receiving Title VII funds found that the major portion of the overall instruction these students received was in English language arts: approximately 58 percent of the weekly hours received by the second graders and 47 percent of the hours received by fourth graders. About 71 percent of the second graders received special instruction in English; about 43 percent of the fourth graders received such instruction. Overall, the students received less than two hours a week in the language arts of the Indian language. (Not all the American Indian students studied were identified or served as LEP under Title VII. Nor were the instructional activities studied funded exclusively under Title VII) (III.7).

Program Administration

A recent review of a sample of FY 1990 Title VII projects' evaluation plans and annual evaluation reports examined OBEMLA's procedures for ensuring program accountability, and based on the review findings, OBEMLA has begun to make improvements in the following areas:

- Establishing a more effective system for keeping track of its grant files. Many evaluation reports (46 percent) were missing from both OBEMLA and Grants and Contract Service (GCS) files. Neither OBEMLA nor GCS had a system for logging receipt of required evaluation reports, or for following up on missing reports.
- Developing specific guidelines or procedures for reviewing evaluation reports.
- Providing systematic feedback to projects regarding the form and substance of their evaluation reports, and follow-up with projects whose reports are missing altogether.

Outcomes

The National Longitudinal Evaluation of Bilingual Education (III.3) found that "the yearly achievement of LEP students in

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both English language arts and mathematics is not facilitated by a single approach" but by using approaches that take into account the level of English proficiency of LEP students. The study suggests that students who have high prior English proficiency will benefit from English language arts instruction and English language use in content instruction, whereas those students with low English proficiency and strength in the native language will do best when the native language is used to facilitate English acquisition and development.

A recent study of services for American Indian students found that these students scored substantially below the national norm on standardized achievement tests. On a nonverbal aptitude test, however, these students scored at about the national norm (III.5), indicating that schools are not tapping their potential.

Improvement Strategies

Both the Bilingual Evaluation Models contractor and the Evaluation Assistance Center (EAC) contractors have reported that local project staff want the Department of Education to provide them with explicit evaluation requirements and more help in meeting those requirements (III.9). Similarly, a recently-completed analysis of EAC services noted that all four SEAs and most of the nine LEAs surveyed commented on the limited coverage provided by the two existing EACs with their current levels of staff resources. Assistance in clarifying and interpreting Federal regulations pertaining to evaluation and assessment was cited as a major need by three SEAs and five LEAs (III.10).

In FY 1988, the Department of Education completed a study to refine and field-test evaluation models (III.11) for use by local bilingual education grantees. In FY 1990, the program office developed and will require, starting in FY 1991, a detailed set of data collection and reporting forms for use by the new developmental bilingual grantees. Based on the results of the first year of implementation by the developmental bilingual grantees, the program office plans to extend the use of these or similar data collection and reporting forms to the other Part A grantees.

The recent review of the completeness and quality of a sample of FY 1990 Title VII projects' evaluation plans and annual evaluation reports (III.8) found that:

- There is wide variability in the completeness and quality of evaluation plans provided in projects' applications. They range from sophisticated and extensive sections to single pages or charts in the application. The average plan has approximately 60 percent of the expected components of quality or completeness. The Department does not provide much guidance to potential grantees concerning what might be included.

- Grantees who have had some contact with the Department-developed Bilingual Education Evaluation System (BEES) or with an Evaluation Assistance Center (EAC) write better evaluation plans. Also, grantees who expect to devote more resources to evaluation write better plans.

- Evaluation plans have improved in completeness and quality since 1985.

  As with evaluation plans, there is wide variability in the completeness and quality of projects' annual evaluation reports. The average report contains approximately 45 percent of the expected components of quality and completeness. Reports do not appear to have improved significantly from 1986 to 1990.

- Those districts which have separate research and evaluation divisions that perform project evaluations produce the strongest evaluation reports. Projects which do only "internal" evaluations produce the weakest reports. Evaluations by independent evaluators are in the middle. Projects which have larger evaluation budgets also tend to have stronger reports.

- Projects often promise more in evaluation plans than they provide in evaluation reports. Data on project activities (time in specific activities) and non-test student outcomes (dropout, absenteeism, etc.) are particularly likely to be promised but not provided.

The program office is implementing changes in its procedures for receipt, review and use of grantee evaluation reports. Since November, 1990, the program office has sponsored several training seminars to help its project officers to better understand and use evaluation data. These activities are in response to both the President's accountability initiative and the findings of the review of the quality and completeness of Title VII evaluation plans and reports (III.8).

III. SOURCES OF INFORMATION

1. Program files.

2. Selection Procedures for Identifying Students in Need of Language Services (Washington, DC: Pelavin Associates, 1988).

3. Effectiveness of Services for Language-Minority Limited-English-Proficient Students (Research Triangle Park, NC: Research Triangle Institute, December 1989).

4. Second Year Report: Longitudinal Study of Immersion Programs for Language-Minority Children (Mountain View, CA: SRA Technologies, October 1986).

5. Innovative Approaches Research Project Draft Performance Report (Arlington, VA: Development Associates, August 1990).

6. A Descriptive Study of Significant Features of the Exemplary Special Alternative Instructional Program, Interim Report (Los Alamitos, CA: SouthWest Regional Educational Laboratory, 1990).

7. Academic Performance of Limited-English-Proficient Indian Elementary Students in Reservation Schools (Arlington, VA: Development Associates, 1988).

8. A Review of Local Title VII Project Evaluation Plans and Evaluation Reports (Arlington, VA: Development Associates, July 1990).

9. The Evaluation of Bilingual Education Programs for Language-Minority, Limited-English-Proficient Students: Field Test Summary Report (Mountain View, CA: RMC Research Corporation, June 1987).

10. An Analysis of the Level of Demand for the Title VII Evaluation Assistance Center Services (Reston, VA: Atlantic Resources Corporation, May 1989.)

11. Bilingual Education Evaluation System: Users' Guide, Volume I - Recommended Procedures, Volume II - Technical Appendices; and Abbreviated Recommendations for Meeting the Evaluation Requirements (Mountain View, CA: RMC Research Corporation, November 1987).

IV. PLANNED STUDIES

Several major studies are planned to be awarded or begun in FY 1991. These include a descriptive study of content-ESL programs, a descriptive study of bilingual education programs, an evaluation of the Academic Excellence program, and a descriptive study of instructional practices serving Asian Pacific American students. In addition, a study was begun to collect, analyze and report on grant information from the first Title VII grants awarded in FY 1969 to the current fiscal year.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Rudy Munis, (202) 732-5703--Transitional Bilingual Education, Special Alternative Instructional Programs, and Developmental Bilingual Education Programs
	John Ovard, (202) 732-5725--Academic Excellence, Special Populations, and Family English Literacy Programs

Carmen Simich-Dudgeon, (202) 732-5072 --
Research and Evaluation

Program Studies : James English, (202) 401-1958

BILINGUAL EDUCATION PROGRAMS--DATA COLLECTION, EVALUATION, AND RESEARCH--PART B
(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part B of the Bilingual Education Act of 1988, Title VII of the Elementary and Secondary Education Act, as amended, (20 U.S.C. 3301-3307) (expires September 30, 1993).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	0	1984	$ 13,502,000
1970	0	1985	10,600,000
1975	$ 7,830,000	1986	9,991,000
1980	20,775,000	1987	10,370,000
1981	18,375,000	1988	9,928,000
1982	18,957,000	1989	10,772,000
1983	16,557,000	1990	10,838,000

Purposes: To support: (1) the collection of data on the number of persons with limited English proficiency (LEP) and the educational services available to them; (2) the evaluation of Title VII program operations and effectiveness; (3) research to improve the effectiveness of bilingual education programs; and (4) the collection, analysis, and dissemination of data and information on bilingual education.

Program Components: Contracts and grants are made under Part B to support the following activities:

- State program grants provide assistance to State education agencies (SEAs) to collect, analyze, and report data on the population of LEP persons and the educational services provided or available to them. The State grants may also be used to provide technical assistance to, and coordination with, bilingual education projects in the State.

- Evaluation Assistance Centers (EACs) provide, through contracts with institutions of higher education (IHEs), technical assistance to SEAs or local education agencies (LEAs) in techniques for assessing the educational progress achieved through programs such as those assisted under the Act and for identifying the educational needs and competencies of LEP students.

- The National Clearinghouse on Bilingual Education collects, analyzes, and disseminates information on bilingual education and related programs.

- The Bilingual Research and Evaluation program supports a number of studies to examine and improve the operations and effectiveness of bilingual education programs and practices.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program does not address any goal directly, its purpose would generally support research and evaluation to improve the graduation rate and academic performance (Goal 2 and 3) of limited English proficient students.

Activities Supported

In FY 1990, the Department of Education awarded 54 State program grants, as well as continuation contracts for two Evaluation Assistance Centers (III.1). Several major research and evaluation studies were completed in FY 1990, and their findings are discussed in Chapter 201. These included:

National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited English Proficient Students

A Longitudinal Study of Immersion and Other Selected Programs in Bilingual Education

A Review of Local Title VII Project Evaluation Plans and Evaluation Reports

Commissioned Papers and Conference of Experts on Issues in Bilingual Education. The conference took place September 10-12. Papers and conference proceedings are to be printed in 1991.

Title VII funds contributed to the support of several major National Center for Education Statistics (NCES) surveys that continued in FY 1990. These included the Survey of Recent College Graduates and the Schools and Staffing Survey. The latter studies should provide useful information on the supply of, and demand for, new bilingual teachers. Title VII funds also supported an analysis of SEA and LEA capacity building, a study of the Family English Literacy program, and a compilation of an automated data base of Title VII grants.

Several major studies were begun in FY 1990. These include a descriptive evaluation of the Special Populations program, a descriptive study of LEP students from the National Longitudinal Study of Chapter I, and an analysis of LEP population data reported by the SEAs.

III. PLANNED STUDIES

Several studies were awarded in FY 1990. These include "Analysis of State Education Agency Grant Report Requirements" which will review current and proposed SEA annual reporting requirements. "An Aggregation and Analysis of the Title VII LEA Data base FY 1969-1990" will collect, analyze and report on grant information from the first Title VII grants awarded in FY 1969 to the current fiscal year.

Several major studies are planned to be awarded or begun in FY 1991. These include a descriptive study of ESL programs, a descriptive study of bilingual education programs, an evaluation of the Academic Excellence program, a study to examine current use of content ESL curricula, a contract to automate and report on grant data through a Special Issues Analysis Center, a descriptive study of instructional practices serving Asian Pacific American students, and a set of commissioned papers and a conference on issues of language assessment and program evaluation.

IV. SOURCES OF INFORMATION

1. Program files.
2. Burkheimer, Jr., G.J., et al., National Longitudinal Evaluation of the Effectiveness of Services for Language-Minority Limited English Proficient Students (Research Triangle Park, NC: Research Triangle Institute, 1990).
3. Final Report: Longitudinal Study of Immersion Strategy, Early-Exit and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children, Volumes I and II. (San Mateo, CA: Aguirre International, June 1990).
4. A Review of Local Title VII Project Evaluation Plans and Evaluation Reports (Arlington, VA: Development Associates, July, 1990).

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Rudy Munis, (202) 732-5703--State Educational Agency Program
	Carmen Simich-Dudgeon, (202) 732-5706 --Research, Evaluation Assistance Centers, Bilingual Clearinghouse
Program Studies :	David Moguel, (202) 401-1958

BILINGUAL EDUCATION PROGRAMS--TRAINING AND TECHNICAL ASSISTANCE--PART C

(CFDA No. 84.003)

I. PROGRAM PROFILE

Legislation: Part C of the Bilingual Education Act of 1988, Title VII of the Elementary and Secondary School Act, as amended, (20 U.S.C. 3321-3325) (expires September 30, 1993).

Funding History:

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	0	1984	$32,610,000
1970	0	1985	33,566,000
1975	$21,000,000	1986	32,123,000
1980	30,325,000	1987	33,564,000
1981	32,075,000	1988	35,447,000
1982	28,836,000	1989	30,413,000
1983	31,288,000	1990	31,913,000

Purpose: To develop the human resources necessary to conduct instructional programs for students with limited English proficiency (LEP).

Program Components: Grants and contracts are awarded under Part C to support the following activities:

- Educational Personnel Training. This program provides financial assistance to institutions of higher education (IHEs) to establish, operate, or improve projects to train teachers, administrators, paraprofessionals, parents, and other personnel participating or preparing to participate in programs for LEP students.

- Fellowships. This program provides fellowships at IHEs for postbaccalaureate study in bilingual education including teaching, training, curriculum development, research and evaluation, and administration. Recipients are required to work in an area related to educational programs for LEP persons or to repay their fellowships.

- Training Development and Improvement Program. This program provides financial assistance to IHEs to encourage reform, innovation, and improvement in training programs.

- Short-Term Training. This program provides financial assistance for the operation of short-term training projects to improve the skills of education personnel and parents participating in programs for LEP persons.

- Multifunctional Resource Centers (MRCs). Contractors provide technical assistance and training to SEA and LEA staff providing programs for LEP students.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program element does not address any goal directly, its purpose would generally support achievement of the goals which Title VII addresses. Title VII supports projects which provide LEP students with instructional and support services to enable them to function in school and life (Goals 2, 3, and 5), preschool services (Goal 1), and gifted and talented projects (Goal 4).

Services

In FY 1990, Part C funds were awarded as follows (III.1):

Program	Number of Awards	Funding
Education Personnel Training	115	$16,927,051
Fellowships	30	1,955,958
Training Development and Improvement	11	942,910
Short-Term Training	18	1,887,081
MRCs	16	10,200,000
TOTAL	190	$31,913,000

Outcomes

Program data for the Bilingual Fellowship program, which provides up to three years of support for postbaccalaureate studies in bilingual education, indicates that, for the period 1979 to 1990 (III.1):

- Fifty-one percent of doctoral fellows received a doctoral degree to date and 89 percent of fellows pursuing master's degrees have so far attained that degree. These figures include approximately 116 (10 percent) of the doctoral fellows and 50 (29 percent) of the master's degree candidates who reported completing their degree between May 1989 through December 1990. It is anticipated that many more fellows will complete doctoral degrees in coming years. (Note: nationwide, the average time required to complete a doctoral degree is in excess of eight years.)

- The Department of Education spent approximately $22,000 per participant. Dividing the total grant awards by the number of Fellows with completed degrees, the cost per degree equals approximately $48,000.
- For FY 1990, 185 new Fellows were funded and are just embarking upon their course of study. No new fellows were funded during FYs 1988 and 1989.

Improvement Strategies

A study of the Bilingual Fellowship programs is being conducted by the Department, and the findings will be available in FY 1992. An evaluation of the Educational Personnel Training program is currently underway. Questions regarding teacher supply and demand are being addressed through two surveys: Schools and Staffing, and Recent College Graduates. The findings will be available in FY 1991. In addition, the Department has set up tracking systems that will allow it to monitor degree completion rates, post-fellowship employment, and repayment status and schedules for the Bilingual Fellowship program.

Multifunctional Resource Centers (MRCs) are incorporating and implementing President Bush's national education goals into their teacher training and technical assistance functions. The implementation of these goals include an emphasis on early childhood education or school readiness, increasing stress on math and science education for LEP students, and leadership training for principals and other school officials who are administering institutions in which Title VII grant projects are being conducted.

III. PLANNED STUDIES

The Department plans several studies of training and technical assistance methods and practices, including an evaluation of the operations and outcomes of the MRCs, and a study of the teacher training models for teachers of LEP students.

IV. SOURCES OF INFORMATION

1. Program files.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	John Ovard, (202) 732-5725 Carmen Simich-Dudgeon, (202) 732-5706 Research and Evaluation
Program Studies :	David Moguel, (202) 401-1958

TRANSITION PROGRAM FOR REFUGEE CHILDREN--
FORMULA GRANTS TO STATE EDUCATION AGENCIES
(CFDA No. 84.146)

I. PROGRAM PROFILE

Legislation: The Refugee Act of 1980, Section 412, P.L. 96-212 (8 U.S.C. 1522); Refugee Assistance Extension Act of 1986, P.L. 99-605 (expired September 30, 1989).

Purpose: To provide Federal assistance to State education agencies (SEAs) and local education agencies (LEAs) to meet the special educational needs of eligible refugee children enrolled in elementary and secondary schools. The grants may be used for special English instruction, special curriculum materials, bilingual teachers and aides, remedial classes, and guidance and counseling services required to bring these children into the mainstream of the American education system.

The program provides grants to SEAs to assist LEAs in providing special services to eligible children. To participate, States must have an approved plan on file.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1981	$44,268,000	1986	$15,886,000
1982	2/	1987	15,886,000
1983	16,600,000	1988	15,209,000
1984	16,600,000	1989	15,808,000
1985	16,600,000	1990	3/

1. From FY 1980 through FY 1986, appropriations were made to the Department of Health and Human Services. These funds were then transferred to the Department of Education for distribution.

2. Appropriations for FY 1981 were used for FY 1982 as well.

3. Program authorization expired at the end of FY 1989; no appropriation was made, nor were any grants awarded, in FY 1990.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program does not address any goal directly, its purpose would support general assistance to improve the graduation rate and academic performance (Goals 2 and 3) of refugee children.

Population Targeting

In FY 1989, 47 SEAs, reporting 74,084 eligible children enrolled in 506 LEAs, received Refugee program funds (III. 1).

Most of the Refugee program's LEA subgrants are for less than $5,000. In 1988-89, 25 percent were for less than $500; 72 percent were for less than $5,000; 24 percent were from $5,000 to $49,999; and 5 percent were for $50,000 or more (III. 2).

In FY 1989, the Department of Education issued final regulations that change the definition of "eligible children." It limits eligibility to elementary school students who have been admitted into the United States for no more than two years and to secondary school students who have been admitted for no more than three years. In order to receive funds, an LEA must enroll at least 20 eligible children.

The final regulations eliminate authority for the Development and Dissemination Projects program. That discretionary grant program was established by the previous regulations so the Secretary of Education could make funds available for projects proposing to meet the need for instructional materials and techniques used in providing special educational services to refugee children. However, no grants were ever awarded under that grant-making authority (III. 3).

To simplify the collection of information and the award of grants and subgrants, the final regulations revise the allocation formula by basing funding on each State's total count of eligible children and eliminating a set of weighing factors with 10 categories based on recency of arrival and grade level (III. 3).

Program Administration

SEAs apply for Refugee program grants in order to assist LEAs in providing supplementary educational services (including special English language instruction, bilingual education, remedial instruction, and testing for needs assessment) as well as guidance and counseling services to eligible refugee children. Inservice training for educational personnel and parents of eligible refugee children is another authorized program activity. A SEA may reserve up to 1 percent of its total grant for administration and technical assistance (III. 3).

Improvement Strategies

To reduce the application burden, the final regulations permit an SEA's count of refugee children to be taken over a longer time period than on the specific date previously required. The final regulations restrict funding to only those LEAs enrolling 20 or more eligible refugee students, and eliminate the Secretary of

Education's emergency funding authority, which has never been used. The final regulations permit an SEA to arrange to provide services to children, either directly or through a bypass arrangement, when an eligible LEA cannot or does not apply for a subgrant (III. 3).

III. PLANNED STUDIES

A descriptive evaluation of Federal immigrant and refugee education programs was begun in FY 1989. This study, to be completed in September 1991, will describe the operations and utility of the programs through a mail survey of the Transition Program for Refugee Children, and case studies of the Emergency Immigrant Education program. Program operations will be described in terms of the size, scope, degree of coverage of eligible children, administration, staffing, characteristics of eligible children, and local subgrant services and products. Program utility will be examined in terms of tangible outcomes of program services, and the perceived usefulness and future need for services and products on the part of program stakeholders. The extent and perceived usefulness of recent regulatory changes affecting program operations will also be examined.

IV. SOURCES OF INFORMATION

1. Program files.
2. Distribution of State-Administered Federal Education Funds: Fourteenth Annual Report, draft (Washington, DC: U.S. Department of Education, 1990).
3. Final Regulations, Federal Register (Wednesday, December 28, 1988, pp. 52618-21).

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Harpreet Sandhu, (202) 732-5708

Program Studies : David Moguel, (202) 401-1958

EMERGENCY IMMIGRANT EDUCATION PROGRAM
(CFDA No. 84.162)

I. PROGRAM PROFILE

Legislation: The Emergency Immigrant Education Act, Title IV, Part D of the Elementary and Secondary Education Act, as amended, (20 U.S.C. 3121-3130) (expires September 30, 1993).

Purpose: To assist State education agencies (SEAs) and local education agencies (LEAs) in providing supplementary educational services and offsetting costs for immigrant children enrolled in elementary and secondary public and nonpublic schools. The eligible recipients are the States, which then distribute the funds to LEAs within the State according to the number of immigrant children.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1984	$30,000,000	1988	$29,969,000 1/
1985	30,000,000	1989	29,640,000
1986	28,710,000	1990	30,144,000
1987	30,000,000		

1. Includes a $1,247,000 reappropriation to the State of Texas.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Though this program does not address any goal directly, its purpose would generally support research and evaluation to improve the graduation rate and academic performance (Goals 2 and 3) of immigrant students.

Population Targeting

Children eligible for the Emergency Immigrant Education program are defined by the statute as "children who were not born in any State and who have been attending schools in one or more States for less than three complete academic years." An SEA may apply (1) if there are 500 eligible children in any LEA in the State; or (2) if eligible children constitute 3 percent of enrollment in one or more LEAs in the State. The count of eligible children may be taken at any time in the school year; proper documentation of legal immigrant status is not required to establish a child's eligibility for the program (III.1).

In FY 1990, the program served 602,178 immigrant students in 31 States, the District of Columbia, and Puerto Rico (III.1).

One percent of the Immigrant program's LEA subgrants were less than $500 in 1988-89; 42 percent were less than $10,000; 33 percent were in the range from $10,000 to $49,999; 16 percent were in the range from $50,000 to $99,999; and 9 percent were $100,000 or more (III.2).

In 1986, the Bureau of the Census estimated that 18 percent of the undocumented population counted in the 1980 Census was under 15 years of age; about 21 percent of the undocumented Mexicans were under 15 years of age (III.3).

Fifty-seven percent of children born outside the United States and 69 percent of children who entered the United States in the past 5 years scored under the 20th percentile on language proficiency tests (III.4).

Services

The Emergency Immigrant Education program makes grants to SEAs and LEAs to provide supplementary educational services (including, but not limited to, English-language instruction, other bilingual educational services, and special materials and supplies); to provide inservice training; and to offset the costs of "additional basic instructional services that are directly attributable to the presence of eligible children" (i.e., supplies, overhead costs, construction costs, acquisition or rental of space) (III.1).

Improvement Strategies

The statute requires reporting by the SEAs to the Secretary of Education on the expenditure of program funds by their LEAs, and by the Secretary to Congress every two years. In 1989, the Department of Education proposed statutory language to add a "supplement, not supplant" provision to the Emergency Immigrant Education program in order to ensure that these funds are used for services needed by immigrant children rather than for the basic operating expenses of school districts.

III. PLANNED STUDIES

The General Accounting Office has completed a comprehensive, nationwide study of Emergency Immigrant Education programs. The study involves mail surveys to all State and local grantees as well as a random sample of 1000 districts stratified by State participation. The Education Department's study of this program, more fully described in Chapter 204, will include fifteen detailed case studies of exemplary Emergency Immigrant Education programs.

IV. SOURCES OF INFORMATION

1. Program files.

2. Distribution of State-Administered Federal Education Funds: Fourteenth Annual Report, draft (Washington, DC: U.S. Department of Education, 1990).

3. J.S. Passel, "Immigration to the United States," (text of speech) (Washington, DC: Bureau of the Census, August 1986).

4. Numbers of Limited English Proficient Children: National, State and Language-Specific Estimates (Washington, DC: U.S. Department of Education, 1987).

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Harpreet Sandhu, (202) 732-5708

Program Studies : David Moguel, (202) 401-1958

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

AID TO STATES FOR EDUCATION OF HANDICAPPED CHILDREN IN STATE-OPERATED AND STATE-SUPPORTED SCHOOLS
(CHAPTER 1, ESEA)
(CFDA No. 84.009)

I. PROGRAM PROFILE

Legislation: The Elementary and Secondary Education Act of 1965, Title I, Part D, Subpart 2 as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 2791-2796) (expires September 30, 1993).

Purpose: To provide Federal assistance for special educational services for children with disabilities in State-operated or State-supported schools and programs, and for children who have been transferred to local education agencies (LEAs) but who continue to be counted under this program.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$ 15,917,000	1984	$146,520,000
1970	37,482,000	1985	150,170,000
1975	87,864,000	1986	143,713,000
1980	145,000,000	1987	150,170,000
1981	156,625,000	1988	151,269,000
1982	146,520,000	1989	148,200,000
1983	146,520,000	1990	146,389,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports school readiness for students with disabilities (Goal 1).

Population Targeting

This program provided funds to States and territories based on a child count formula. In the 1989-90 school year, 266,384 children age birth through 21 were served under this program.

Table 1

Children with Disabilities from Birth through 21 Years Served Under Chapter 1 State-Operated Program (School Year 1989-90)--By Age

Age Range	Number	Percent
0-2	37,319	14.0
3-5	36,098	13.5
6-11	78,208	29.4
12-17	83,958	31.5
18-21	30,801	11.6
Total	266,384	100.0%

Table 2

Children with Disabilities Ages 6-21 Served Under Chapter 1 State-Operated Program (School Year 1989-90)--By Disabling Condition

	Number	Percent
Mentally retarded	58,819	30.5
Emotionally disturbed	42,511	22.0
Learning disabled	26,172	13.6
Hard of hearing and deaf	17,161	8.9
Multihandicapped	20,456	10.6
Speech impaired	11,357	5.9
Orthopedically impaired	6,135	3.2
Visually impaired	5,603	2.9
Other health impairments	3,942	2.0
Deaf-blind	821	0.4
Total	192,967	100.0%

Services

In its May 1989 study of the Chapter 1 Handicapped Program (111.2), the General Accounting Office (GAO) indicated that services provided to children with disabilities under Chapter 1 may be provided more frequently and more intensely than services to children under the Individuals with Disabilities Education Act (IDEA-Part B funds). Chapter 1 children appear to be served more often in full-time special education (i.e., separate classrooms or facilities) than do IDEA-Part B children. These differences may indicate that Chapter 1 serves more severely handicapped school-age children than does IDEA-Part B.

Program Administration

GAO determined that differences in per-student funding under Chapter 1 and IDEA-Part B are based on differences in how funds are allocated. For IDEA-Part B, the per-student amount is the amount of the total appropriated funds divided by the number of students counted nationwide. For Chapter 1, the per-student funding reflects differences in State per-pupil expenditure for educational services, so that States with higher per-pupil expenditures receive higher shares under Chapter 1. GAO estimated that the per-pupil share in FY 1988 under Chapter 1 was $580; for IDEA-Part B, $331--a difference of $249. (These figures do not include funds allocated to Puerto Rico and U.S. territories.)

GAO also examined Chapter 1 preschool enrollments. Only 52 percent of children with disabilities ages five and younger who are counted under Chapter 1 are severely handicapped. When States transfer such children to local school districts, the transferred children can still be counted under Chapter 1. GAO concluded that because of the differences in the per-student share between Chapter 1 and IDEA-Part B, States receive a greater share of Federal funds for transferred handicapped students by counting them under Chapter 1.

Improvement Strategies

GAO made several recommendations to Congress regarding the administration of the Chapter 1 and IDEA-Part B programs.

- Congress should enact legislation to merge the Chapter 1 Handicapped and IDEA-Part B programs in order to ensure that children with disabilities receive educational and related services in the least restrictive environment. The legislation should include a set-aside for States to use only to provide special education and related services for severely disabled students.

- Congress should allocate program funds to States based on the proportion of children counted under both programs relative to the total number of disabled children in the Nation. Furthermore, to help correct funding imbalances, the transfer provision should be eliminated.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: William D. Tyrrell, (202) 732-1025

Program Studies : Kimmon Richards, (202) 401-3630

HANDICAPPED GRANTS TO STATES PROGRAM
(CFDA No. 84.027)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part B, (20 U.S.C. 1411-1420) (no expiration date).

Purpose: The Handicapped Grants to States program helps States meet the special education and related services needs of children with disabilities. The express intent of the Individuals with Disabilities Education Act (IDEA) is to assure that all children with disabilities have available to them a free, appropriate public education, which includes special education and related services to meet each child's unique needs.

Funding History (Funds are forward-funded)

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 2,500,000 1/	1984	$1,068,875,000
1970	29,190,000	1985	1,135,145,000
1975	100,000,000	1986	1,163,282,000
1980	874,500,000	1987	1,338,000,000
1981	874,500,000	1988	1,431,737,000
1982	931,008,000	1989	1,475,449,000
1983	1,017,900,000	1990	1,542,610,000

1/ State grants for planning activities for the education of children with disabilities were authorized under P.L. 89-750, Part F, which amended the Elementary and Secondary Education Act (ESEA) of 1965 (P.L. 89-10) by creating Title VI, Education of Handicapped Children. Part B of the Individuals with Disabilities Act was passed in 1975.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Handicapped Grants to States program provides funds for disabled preschool children for access to high quality and developmentally appropriate preschool programs that help prepare children for school (Goal 1). The program also provides funds for programs aimed at keeping students with disabilities in school until their education is completed (Goal 2) and elevating student achievement (Goal 3), including mathematics and science achievement (Goal 4).

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Population Targeting

The Handicapped Grants to States program provides funding for children ages 3 through 21 who need special education and related services because of disabilities. In the 1989-90 school year, 4,324,220 children were counted under this program, 2.3 percent more than in the previous year.

More children ages 3 through 5 are now being served under the Handicapped Grants to States program because the 1986 Amendments to the IDEA set up a timetable for and incentives to States to provide special education to all children with disabilities in this age group. During the school years 1978-79 through 1986-87, the percentage increase averaged 3.0 percent. On December 1, 1986, States reported providing services to 265,814 children ages 3 through 5. By December 1, 1988, that number increased by 21 percent.

For the school-age population, the growth in service under Part B of the IDEA has been slower with an increase of 17 percent over the 10 school years since 1978. From 1987-88 to 1988-89, this increase was 1.6 percent. (Over the last two years, the number of school-age students served under Chapter 1 of ESEA State-Operated program (SOP) has increased by 2.6 percent (from 153,342 to 157,296)).

The number of youth with disabilities ages 18 through 21 served under Part B of the IDEA has also grown dramatically, as States have extended special education services to older students. Unlike the situation for the preschool population, the number of older students served has risen steadily over the years since 1978-79 (the first year data on this age group were collected). In 1978-79, a total of 102,173 students in the oldest age grouping were served under Part B, but in 1988-89 the number had risen to 204,972, an increase of 101 percent.

Handicapping Condition of Students Served

Table 1 shows the handicapping condition of students ages 6 through 21 served under Part B of the IDEA and Chapter 1 of ESEA (SOP) in 1988-89. For students served under both statutes, the largest number of disabled children were classified as learning disabled (47.7 percent) followed by speech impaired (23.1 percent), mentally retarded (13.9 percent), and emotionally disturbed (9.0 percent). These four categories account for 93.7 percent of the total number of children ages 6 through 21 served under the two programs. Service patterns have changed significantly over the years. In 1976-77, learning disabled students represented 22.5 percent; speech impaired, 33.6 percent; mentally retarded 23.4 percent; and emotionally disturbed, 7.0

TABLE 1

Students Age 6-21, Served Under Part B and Chapter 1 of ESEA (SOP), by Handicapping Condition: School Year 1988-89

	Part B		ESEA (SOP)		Total	
Handicapping Condition	Number	Percentage[a]	Number	Percentage[a]	Number	Percentage[a]
Learning disabled	1,973,291	49.3	25,131	13.4	1,998,422	47.7
Speech or language impaired	957,739	23.9	11,169	6.0	968,908	23.1
Mentally retarded	522,864	13.1	58,601	31.2	581,465	13.9
Emotionally disturbed	336,760	8.4	40,535	21.6	377,295	9.0
Multihandicapped	65,096	1.6	19,774	10.5	84,870	2.0
Hard of hearing and deaf	41,049	1.0	16,506	8.8	57,555	1.4
Orthopedically impaired	41,514	1.0	5,878	3.1	47,392	1.1
Other health impaired	46,639	1.2	3,710	2.0	50,349	1.2
Visually handicapped	17,116	0.4	5,627	3.0	22,743	0.5
Deaf-blind	792	0.0	724	0.4	1,516	0.0
All conditions	4,002,860	100.0	187,655	100.0	4,190,515	100.0

[a] Percentages are within column.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

percent of all students with disabilities. The four categories accounted for 86.5 percent of the children served in those years.

The pages that follow present national and State data for selected disability categories. National and State data for 6 through 17 year-olds served under ESEA (SOP) and Part B of the IDEA are presented in Table 2. All States provide special education services for students in the 6 through 17 age range, which permits cross-State comparisons. Changes in the number and percentage of 6 through 21 year olds served under IDEA are in Table 3. Note that data for preschoolers are excluded since those data are no longer available by handicapping condition. The data for ESEA (SOP) have been excluded from the analysis of change in the number of students served for two reasons: (1) age group data for this program have only been available over the last two years, which prevents examination of trends; and (2) the mandate for this program was extended to 21-years olds in 1988-89 and data for the last two years are not comparable.

It should be noted that the data for individual handicapping conditions show considerable State-to-State variation. There are several possible explanations for these differences, including differing classification practices, different populations of students, and inaccuracies in reporting.

Services

Depending on individual need, children with disabilities receive a variety of special education and related services that are designed to enable them to benefit from their education. Related services include speech pathology and audiology, psychological services, physical and occupational therapy, recreational, and counseling services.

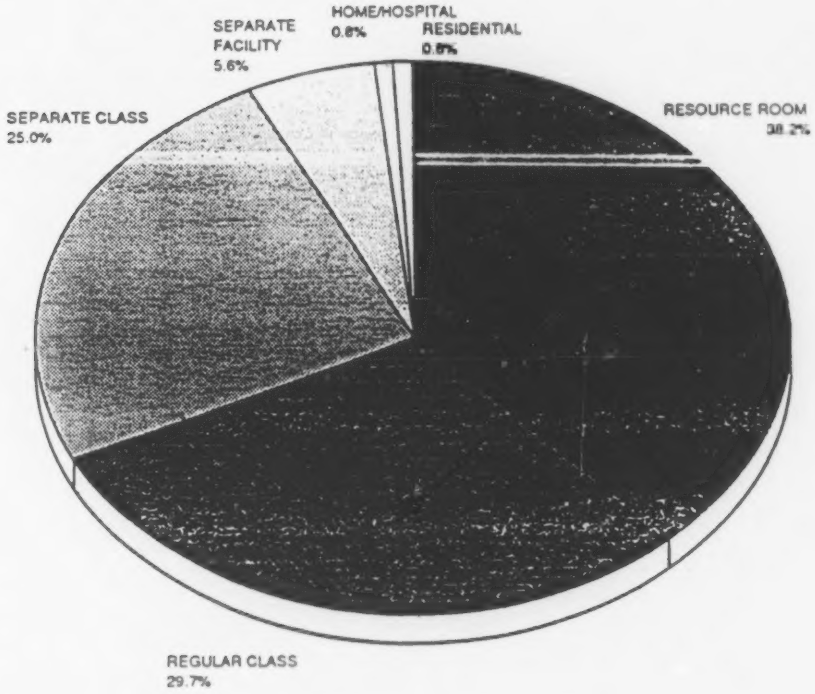
In 1987-88, 92.9 percent of students with disabilities served under Part B of the IDEA, or under Chapter 1 ESEA (SOP) with all the Part B rights and protections, and between the ages of 3 and 21, received services in regular school buildings (i.e., regular classes, resource rooms, or separate classes). Specifically, 29.7 percent were served in regular classroom placements, 38.2 percent were served in resource room placements, and 25 percent were served in separate classes in regular school buildings. The majority of the remaining students, 5.6 percent, were served in separate day schools. Residential facilities served less than 1 percent of all handicapped students, as did homebound and hospital programs (see Figure 1).

Program Administration

The Office of Special Education and Rehabilitative Services (OSERS) has continued to conduct State compliance reviews to assess compliance with Federal requirements.

FIGURE 1

Percentage of All Students with Handicaps Age 3-21 Served in Six Educational Placements



NOTE: Includes data from 50 States and Puerto Rico.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS)

TABLE 2

Students Age 6-17 Years Served Under Part B and Chapter 1 of ESEA (SOP), by Handicapping Condition: Number and Percentage: School Year 1988-89

	Part-B		Chapter 1 of ESEA (SOP)		Total	
Handicapping Condition	Number	Percentage	Number	Percentage	Number	Percentage
Learning disabled	1,873,365	98.8	22,889	1.2	1,896,254	100.0
Speech or language impaired	952,356	98.9	10,405	1.1	962,761	100.0
Mentally retarded	457,780	91.2	44,392	8.8	502,172	100.0
Emotionally disturbed	320,140	89.9	36,060	10.1	356,200	100.0
Multihandicapped	57,954	79.1	15,328	20.9	73,282	100.0
Hard of hearing and deaf	38,377	72.7	14,406	27.3	52,783	100.0
Orthopedically impaired	37,847	87.8	5,280	12.2	43,127	100.0
Other health impaired	43,323	93.3	3,115	6.7	46,438	100.0
Visually handicapped	16,075	76.6	4,907	23.4	20,982	100.0
Deaf-blind	671	56.6	514	43.4	1,185	100.0
All conditions	3,797,888	96.0	157,296	4.0	3,955,184	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 3

Children Age 6-21 Counted Under Part B: Number and Percentage Change, School Years 1987-88 and 1988-89

Handicapping Condition	1987-88	1988-89	Percentage Change (1987-88 to 1988-89)
Learning disabled	1,918,541	1,973,291	2.9
Speech or language impaired	944,349	957,739	1.4
Mentally retarded	537,191	522,864	-2.7
Emotionally disturbed	334,672	336,760	0.6
Hard of hearing and deaf	40,178	41,049	2.2
Multihandicapped	62,902	65,096	3.5
Orthopedically impaired	40,637	41,514	2.2
Other health impaired	43,280	46,639	7.8
Visually handicapped	16,888	17,116	1.4
Deaf-blind	760	792	4.2
All conditions	3,939,398	4,002,860	1.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Distribution of Funds

The Grants to States program distributes funds each year to the States according to the total number of students with disabilities that each State reports is receiving special education and related services. State education agencies (SEAs) conduct an annual child count on December 1 of the previous school year, aggregate these data, and submit them to the Office of Special Education Programs (OSEP). Funds appropriated under Part B have increased steadily from $251,700,000 in FY 1977 to $1,475,449,000 in FY 1989 (Table 4). In the same period, the average per-child amount of Federal funding has increased from $72 to $340.

At least 75 percent of the funds the State receives under Part B must be distributed to local education agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with disabilities (20 U.S.C. 1411(c)(1)(B)). The LEAs and IEUs are required to assure that these funds do not supplant State and local expenditures but do supplement and increase the level of funds expended for special education and related services. SEAs are allowed to set aside up to 25 percent of the grant award for use by the State. States may use up to 5 percent of this set-aside, or $350,000, whichever is greater, for administrative costs. States may use the remaining 20 percent of the Part B award for direct and support services for children with disabilities and for the administrative costs of monetary and compliance investigations to the extent that such costs exceed the costs of administration incurred during FY 1985.

States are required to describe how funds will be used in their State plans, which are submitted every three years. A review of 40 Part B State plans conducted by the National Association of State Directors of Special Education (NASDSE) Project FORUM provided information regarding the State's allocation of IDEA-B funds for the 1988-89 school year in 40 States. The majority of States (60 percent or 24 States) passed through 75 percent of the Part B grant award to the LEAs or IEUs. The 16 remaining States (40 percent) passed through more than 75 percent. Of these States, five passed through up to 80 percent, six States passed through up to 85 percent, and five States passed through 85 percent or more to the LEAs. Of these five States, one distributed 90 percent, another 92 percent, and three distributed 93 percent of the total Part B award to local school districts.

A sample of Part B State plans show that States retained the maximum amount allowable for administration of the IDEA at the State level in FY 1989. Of the sample, 29 States (73 percent) retained 5 percent, while the remaining 11 retained $350,000. Those retaining $350,000 for administration were the States

TABLE 4

Part B State Grant Program Funding, Fiscal Years 1977-89

Fiscal Year	Part B State Grants	Per-Child Allocation
1977	$ 251,769,927	$ 72
1978	566,030,074	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	275
1986	1,163,282,000	282
1987	1,338,000,000	321
1988	1,431,737,000	338
1989	1,475,449,000	340

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

serving the smallest number of students under Part B and for whom 5 percent of the EHA-B grant award would have been less than $350,000.

SPECIAL EDUCATION STUDENTS EXITING FROM SCHOOL

To obtain an understanding of the size and nature of the exiting population of secondary school special education students, the Office of Special Education Programs (OSEP) began collecting data on these students from the States four years ago. These data are an important source of information on the number of youth ages 14 and older who are no longer receiving special or regular education services. States report these data according to the exiting student's handicapping condition, age, and type of exit: graduation with a diploma; graduation through certification; reached the maximum age for which services are provided in the State; dropped out; or other reason (death, or no longer receiving special education services but reason for exit unknown). The categories for basis of exit are mutually exclusive. Some caution should be exercised in interpreting exiting data since some differences may be attributable to State-to-State or year-to-year variations in graduation practices and reporting. For example, some States award only certificates. Others award only diplomas. The majority of States award some of each. Additionally, for the 1987-88 school year, Utah reported the numbers of students exiting the educational system in the 1986-87 school year.

Table 5 shows OSEP State-reported exiting data for school year 1987-88. The number of students with disabilities who exited the educational system was 238,579. During 1987-88, the majority of students graduated, either with a diploma (42 percent) or a certificate (11.3 percent). The next most likely means of exiting from school was by dropping out (27.4 percent). A small proportion (about 2.5 percent) remained in school until they reached the maximum age allowed by the Stateed for special education services (figure 2).

Tables 6 and 7 show OSEP State-reported exit data by handicapping condition and age (14-21+). As seen in table 6, in all but two handicapping conditions, special education students were most likely to exit school by graduating with a diploma. Students who are classified as speech impaired are more likely to exit under the "other basis of exit" category (38 percent). Those classified as emotionally disturbed are more likely to exit by dropping out (40 percent).

Table 7 shows how students of different ages tend to exit school. The most common means of exit for students ages 17, 18, 19, and 20 is graduating with a diploma. Those ages 21 and over most frequently leave by reaching the maximum age for which services are provided by the State. The majority of special education students who leave school at age 16 drop out (64.2 percent). The most common means of exit for 14- and 15-year-olds is "other basis of exit."

Graduating from Secondary School

OSEP's State-reported data show that of a total of 238,579 youth with handicaps age 14 and older who exited the educational system during the 1987-88 school year, about 53 percent exited by graduating. Forty-two percent of these students received a diploma and 11 percent received a certificate (table 7).[1] The U.S. Department of Education graduation rate for students as a whole is a much higher 71 percent.[2]

Among all handicapping conditions, students categorized as hard of hearing and deaf (57 percent) and visually handicapped (56 percent) were most likely to graduate with a diploma. Students with emotional disturbances were least likely to graduate with diplomas (31 percent), followed by those with mental retardation (35 percent), other health impairments (36 percent), and speech impairments (35 percent) (table 6).

School leavers ages 18 and 19 were most likely to leave school by graduating with a diploma, at 60 and 62 percent of their age groups, respectively (table 7). Approximately 1 percent of 14- and 15-year-olds and 2 percent of 16-year-olds left school by graduating with a diploma.

Students categorized as mentally retarded (21 percent), multihandicapped (20 percent), and deaf-blind (19 percent) were most likely to graduate with a certificate in the 1987-88 school year. Students with emotional disturbances (5 percent), speech impairments (8 percent), and visual handicaps (10 percent) were least likely to graduate with a certificate.

Twenty-one-year-olds were most likely of all ages to leave high school by graduating with a certificate (30 percent), and 16-year-olds were least likely to receive a certification upon leaving school (2 percent).

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[1] Note that this percentage is derived from the ratio of high school graduates to the total of all special education school leavers, ages 14-21+.

[2] Note that this percentage is derived by dividing the number of high school graduates by the 9th-grade enrollment four years earlier.

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TABLE 5

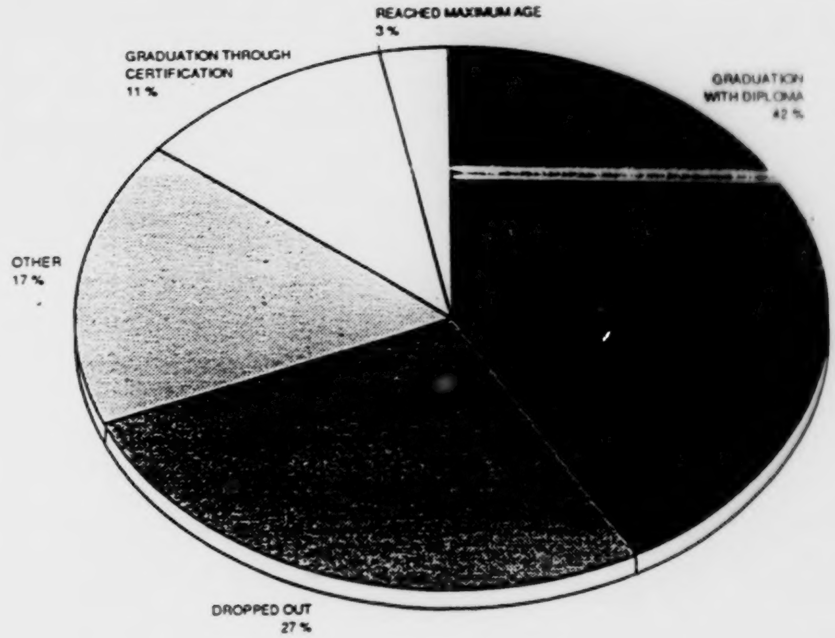
Number and Percentage of Students With Handicaps Exiting the Educational System, Age 14 Years and Older: 1987-88 School Year

Basis of Exit	1987-88	
	Number	Percentage
Graduated with diploma	100,195	42.0
Graduated with certificate	26,832	11.3
Reached maximum age	5,971	2.5
Dropped out	65,395	27.4
Other/unknown	40,186	16.8
Total	238,579	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

FIGURE 2

Percentage of Students With Handicaps 14 Years and Older Exiting the Educational System During School Year 1987-88 by Reason of Exit



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SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989

TABLE 6

Number and Percent of Students with Handicaps, 14 Years and Older, Exiting the Educational System by Basis of Exit: 1987-88 School Year

Handicapping Condition	Graduated with Diploma		Graduated With Certificate		Reached Maximum Age		Dropped Out		Other Basis of Exit		Total Exiting the System	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
All conditions	100,195	42.00	26,832	11.25	5,971	2.50	65,395	27.41	40,186	16.84	238,579	100.00
Learning disabled	58,053	47.75	10,373	8.53	844	0.69	32,505	26.74	19,806	16.29	121,581	100.00
Speech impaired	3,719	35.07	854	8.05	140	1.32	1,881	17.74	4,011	37.82	10,605	100.00
Mentally retarded	18,335	34.50	11,419	21.49	3,241	6.10	14,261	26.80	5,905	11.11	53,161	100.00
Emotionally disturbed	10,552	30.95	1,702	4.99	498	1.46	13,683	40.16	7,656	22.46	34,091	100.00
Hard of hearing and deaf	2,541	56.61	506	11.27	256	5.70	664	14.79	522	11.63	4,489	100.00
Multihandicapped	1,376	35.04	796	20.25	640	16.32	640	16.32	473	12.06	3,921	100.00
Orthopedically impaired	1,645	48.61	418	12.35	121	3.58	556	16.43	644	19.03	3,384	100.00
Other health impaired	1,179	35.63	545	16.47	169	5.11	725	21.91	691	20.88	3,309	100.00
Visually handicapped	925	55.93	160	9.67	37	2.24	300	18.14	232	14.03	1,654	100.00
Deaf-blind	119	38.89	58	18.95	25	8.17	79	25.82	25	8.17	306	100.00

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

The total number of students exiting by basis of exit does not equal the sum of students exiting for individual handicapping conditions because some States did not report the handicapping condition of all exiting students. See data notes following tables in Appendix A.

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TABLE 7

Basis of Exit for Students with Handicaps, All Conditions, 14 Years and Older, by Age: 1987-88 School Year

	Graduated with Diploma		Graduated With Certificate		Reached Maximum Age		Dropped Out		Other Basis of Exit		Total Exiting the System	
Age Group	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
14	90	1.2	481	6.2	14	0.2	1,074	13.9	6,061	78.5	7,720	100.0
15	130	1.2	369	3.4	8	0.1	3,667	34.3	6,512	60.9	10,686	100.0
16	596	2.3	465	1.8	32	0.1	16,334	64.2	8,029	31.5	25,456	100.0
17	17,794	42.0	1,909	4.5	44	0.1	15,218	35.9	7,403	17.5	42,368	100.0
18	42,698	59.7	7,560	10.6	505	0.7	14,898	20.8	5,889	8.2	71,550	100.0
19	24,591	61.7	5,168	13.0	56	0.1	6,964	17.5	3,055	7.7	39,834	100.0
20	6,444	49.8	2,299	17.8	335	2.6	2,545	19.7	1,310	10.1	12,933	100.0
21	2,888	23.2	2,431	19.5	4,309	34.6	1,128	9.1	1,700	13.6	12,456	100.0
21+	400	20.0	593	29.7	668	33.4	111	5.6	227	11.4	1,999	100.0
14-21+	100,195	42.0	26,832	11.2	5,971	2.5	65,395	27.4	40,186	16.8	238,579	100.0

The figure for 14-21+ will not equal the sum of the figures for individual age years because Texas did not apportion children by individual age year.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), 1989.

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Dropping Out of School

For the 1987-88 school year, States reported to OSEP that a little over one-fourth (27.4 percent) of special education school exiters were dropouts (table 5). Dropout rates by age group varied from 64.2 percent among 16-year-old school leavers to 5.6 percent for exiters over 21.

Students with certain handicapping conditions are more likely than others to drop out. The highest percentage is found among students with serious emotional disturbances (40.1 percent), making this the only category for which more dropouts are reported than graduates (table 3). In contrast, only 14.8 percent of school leavers categorized as hard of hearing or deaf drop out.

The "other basis of exit" or "status unknown" category includes deaths and unreported transfers. However, it is likely that a large proportion of special education exiters reported as "other" or "unknown" are, in fact, dropouts who never officially reported this status to their schools. For school year 1987-88, States reported 40,186 students, or 17 percent of the school leavers within this category (table 6).

When the reported dropouts are merged with those reported under the "other or unknown reasons for exit" category, a rate of 44 percent results. Therefore, the actual rate of dropouts among special education students probably lies between 27 and 44 percent.

When dropout rates reported in studies conducted on the State and local levels are compared with rates from OSEP State-reported data, the rate obtained from combining the dropout and other basis of exit categories is somewhat higher than those reported in the field, but falls into a similar range. State studies have reported dropout rates that range from 31 percent for mildly impaired youth in several districts in Florida and 34 percent in Vermont to 40 percent for special education students in New Hampshire. Urban districts report higher rates. Dropout rates for youth with learning disabilities have been reported as high as 42 percent, 47 percent, 50 percent, and 53 percent.[3] The National Longitudinal Transition Study (NLTS), on a sample of 3,045 special education exiters, reported a national dropout rate of 36 percent for school years 1985-86.

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[3] Whenever discussing dropout rates from multiple sources, it is important to note that variations occur and can be attributable to numerous factors, such as varying definitions of a dropout, data collection periods, and ratios employed to obtain rates, among other factors.

TABLE 8

State Mandates for Upper Age Limit for Eligibility for Special Education Services

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Children with handicaps are eligible for special education and related services through the ages listed below:

Through Age 17

Indiana

Through Age 18

Montana

Through Age 19

Maine

Through Age 20

Alabama
Arkansas
Colorado
Delaware
Hawaii
Idaho
Illinois
Iowa
Kentucky
Maryland
Minnesota
Mississippi
Missouri
Nebraska
New Hampshire
North Carolina
North Dakota
Oregon
Rhode Island
South Carolina
South Dakota
Wisconsin
Wyoming

Through Age 21

Alaska
Arizona
California
Connecticut
District of Columbia
Georgia
Kansas
Louisiana
Massachusetts
Nevada
New Jersey
New Mexico
New York
Ohio
Oklahoma
Pennsylvania
Tennessee
Texas
Utah
Vermont
Virginia
Washington

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Through Age 22

West Virginia

Through Age 23/24

None

Through Age 25

Michigan

Other

Florida - Children are eligible for 13 years of schooling beginning in kindergarten.

Notes:

1. In most States, eligibility for special education and related services terminates upon graduation or program completion as defined in State policy (e.g., fulfillment of IEP goals and objectives, or receipt of special diploma, or certificate of completion). If a student does not graduate or complete the program, eligibility continues through the age indicated.

2. In most States, students who are still in a program when they reach the upper age limit remain eligible to receive special education and related services through the end of that school term or year.

3. In most States where the upper age mandate is lower than the Federal mandate (through the age of 21), States may permit the continuation of services beyond the age mandated using Federal and local funds.

Source: NASDSE/FORUM, Summer, 1989.

Reached Maximum Age for Services

OSEP State-reported data for the 1987-88 school year show that 5,971 special education students left school by reaching the maximum age for which special education services are provided (table 5). This number, representing about 2.5 percent of the total exiting population, includes students ages 16 through 25. Most likely to exit by reaching maximum age are students categorized as multihandicapped (16.3 percent), deaf-blind (8.2 percent), and mentally retarded (6.1 percent) (table 6). Under age eligibility guidelines, most students "age out" of the system (e.g., reach the maximum age) during their 21st year (35 percent of the exiters) (table 7).

While Federal funds are available to students in special education programs through the age of 21, State mandates for upper age limits for special education service eligibility vary (table 8). Most States (23) provide special education services either through the age of 20 (up to age 21), or through the age of 21 (22 States). In most States, if students with handicaps complete their prescribed program by graduating, receiving a certificate of completion, or otherwise meeting State-established criteria for program completion, eligibility for special education terminates, even if the student has not reached the maximum age. Additionally, in some States, services to students with handicaps may extend beyond the mandated age if districts also serve nonhandicapped students to a later age.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

2. Program files.

3. Selected dropout studies by Fardig, 1985; Hasazi, Gordon and Roe, 1985; Lichtenstein, 1987; Cobb and Crump, 1984; Levin, Zigmond, and Birch, 1985; Edgar, 1987; Zigmond and Thornton, 1985.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: William D. Tyrrell, (202) 732-1025

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

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PRESCHOOL GRANTS FOR HANDICAPPED CHILDREN

(CFDA No. 84.173)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part B, Section 619 (20 U.S.C. 1419) (no expiration date).

Purpose: To provide Federal assistance for special education and related services for children with disabilities from the ages of 3 through 5. Formula grants are made to States for the following activities:

- Providing subgrants to school districts and intermediate educational units to assist them in providing special education and related services to children with disabilities ages 3 through 5 (at least 75 percent of the grant must be used for this activity);
- Planning and developing a Statewide comprehensive service delivery system for children with disabilities from birth through age 5; and providing direct and support services for children with disabilities ages 3 through 5 (no more than 20 percent can be used for these activities); and
- Administration expenses related to the grant (no more than 5 percent can be used for this activity).

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$ 12,500,000	1985	$ 29,000,000
1980	25,000,000	1986	28,710,000
1981	25,000,000	1987	180,000,000
1982	24,000,000	1988	201,054,000
1983	25,000,000	1989	247,000,000
1984	26,330,000	1990	251,510,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals

The Preschool Grants program supports Goal 1 of the national goals, as its central objective is to identify and serve children with disabilities of preschool age to help prepare them for elementary school.

Population Targeting

In the 1989-1990 school year, 352,200 children with disabilities ages 3 through 5 were counted to generate Preschool Grants program funds, an increase of 9 percent over the preceding year.

By FY 1991, States must serve all children in this age range or they lose eligibility for funding under this program, funding for the same age range under the IDEA Grants to States program and the Chapter 1 Handicapped program, and funding for certain discretionary grants under the IDEA.

Funding is provided to States in accordance with the number of children ages 3 through 5 counted as served on the previous December 1. For fiscal years 1987, 1988, and 1989, States also received bonus funds according to the estimated number of additional disabled children ages 3 through 5 expected to be served by the next December 1. Adjustments were made in the next fiscal year based on the actual number of children served.

Services

The services provided by States under the Preschool Grants program are special education and related services authorized under Part B of the IDEA needed by preschool children with disabilities. Educational services include speech/language instruction and development of motor, self-help, cognitive, and social skills. The program also supports a variety of related services that enable the children to benefit from special education, such as parent and personnel training, transportation, diagnostic services, psychological and counseling services, and physical therapy.

Program Administration

The State education agency administers the Preschool Grants program. States are permitted to set aside up to 20 percent for State activities plus up to 5 percent for administration. The remaining funds are used for grants to local education agencies and intermediate education units.

States are permitted to use their set-aside funds to develop a Statewide comprehensive service delivery system for children age birth through five. These activities include personnel development, establishing interagency agreements, and designing approaches to meet unique service delivery needs. States also may use their set-aside funds for direct and support services to children with disabilities age 3 through 5 years.

III. SOURCES OF INFORMATION

1. *Twelfth Annual Report to Congress on the Implementation of Education of the Handicapped Act* (Washington, DC: U.S. Department of Education, 1990).

2. Program files.

IV. PLANNED STUDIES

- The Early Intervention Research Institute will continue a series of longitudinal studies on disabled children.

- The Early Childhood Research Institute on Substance Abuse will conduct research on preschool children.

- The Research Institute on Service Implementation will examine services to preschool children.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: James Hamilton, (202) 732-1084

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

HANDICAPPED REGIONAL RESOURCES AND FEDERAL CENTERS PROGRAM
(CFDA No. 84.028)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part C, Section 621, (20 U.S.C. 1421) (expires September 30, 1994).

Purpose: To establish and operate regional resource centers (RRCs) to provide consultation, technical assistance, and training to State education agencies (SEAs) and through such agencies to local education agencies (LEAs) and other appropriate public agencies providing special education, related services, and early intervention services; and to establish and operate a national coordinating technical assistance center focusing on national priorities.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 5,000,000	1984	$ 5,700,000
1970	3,000,000	1985	6,000,000
1975	7,087,000	1986	6,029,000
1980	9,750,000	1987	6,700,000
1981	2,950,000	1988	6,415,000
1982	2,880,000	1989	6,338,000
1983	2,880,000	1990	6,510,000

II. FY 1990 PROGRAM INFORMATION AND ANAYSIS

National Goals Addressed

The Regional Resources and Federal Centers program promotes Goal 1 of the national goals by providing assistance to agencies responsible for implementing early intervention programs.

Population Targeting

This program is targeted to SEAs, to strengthen and enhance their ability to serve infants, children, and youth with disabilities.

Services

The Regional Resources and Federal Centers program assists, among other public agencies, State education agencies to build their capacity to improve programs for children with handicaps. An operating assumption behind this program is that if State policies and programs are improved, better services to children with handicaps will result.

RRCs exist to effect change in policies and practices regarding childfind systems, procedurally sound evaluation models, due process provisions, comprehensive systems of personnel development, professional networks, and dissemination systems.

Program Adminstration

There are six regional resources Centers, one for each region of the country. These centers are administrated through contracts.

Outcome

None.

III. SOURCES OF INFORMATION

1. Eleventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1989).

2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: William D. Tyrrell, (202) 732-1025

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

SERVICES TO DEAF-BLIND CHILDREN AND YOUTH
(CFDA No. 84.025)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act, (IDEA), P.L. 91-230, as amended, Part C, Section 622 (20 U.S.C. 1422) (expires September 30, 1994).

Purpose: To help State education agencies assure the provision of special education and related services to deaf-blind children and youth and to facilitate the transition from educational to other services for deaf-blind young people when they reach age 22; and to support extended school-year demonstration projects.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 1,000,000	1984	$ 15,000,000
1970	4,000,000	1985	15,000,000
1975	12,000,000	1986	14,355,000
1980	16,000,000	1987	15,000,000
1981	16,000,000	1988	14,361,000
1982	15,360,000	1989	14,189,000
1983	15,360,000	1990	14,555,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses goals 1 and 3, by helping assure that deaf-blind children are ready for school and are afforded opportunities to develop their educational and citizenship skills.

Services

This program supported 49 State and multi-State projects, 2 technical assistance projects, and 34 demonstration awards.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles W. Freeman, (202) 732-1165

Program Studies : Lenore Garcia, (202) 401-3630

EARLY CHILDHOOD EDUCATION FOR HANDICAPPED CHILDREN
(CFDA No. 84.024)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA) Part C, Section 623, P.L. 91-230, as amended, (20 U.S.C. 1423). Now the Individuals with Disabilities Education Act, P.L. 101-476 (expires September 30, 1994).

Purpose: To improve special education intervention services for infants and children with disabilities, from birth through age 8. This program supports research, demonstration, training, technical assistance, and dissemination activities. Awards are made to public and private agencies and organizations.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 945,000	1984	$21,100,000
1970	4,000,000	1985	22,500,000
1975	14,000,000	1986	22,968,000
1980	20,000,000	1987	24,470,000
1981	17,500,000	1988	23,428,000
1982	16,800,000	1989	23,147,000
1983	16,800,000	1990	23,766,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports a variety of discretionary grants to improve the quality and availability of early intervention services. The projects improve school readiness of children with disabilities and provide direct support for Goal 1, school readiness.

Services

The program supported a wide variety of activities in FY 1990, including the following:

- Five research institutes:
  1. Longitudinal studies of the effects and costs of early intervention (Utah State University).
  2. Evaluation and development of programs and curricula for teacher and other personnel training (University of North Carolina at Chapel Hill).

3. Development and evaluation of interventions to improve the transitions of children and families (University of Kansas).
4. Development and field-testing of intervention strategies to improve the integration of handicapped children into regular preschool, childcare, prekindergarten, and kindergarten programs (Allegheny - Singer Research Institute).
5. Development of new or improved organizational structures for the identification, referral, and intervention process (Children's Hospital Corporation, Boston, MA).

- Eleven directed research studies in the following two areas:

  1. Investigations of the effects of language, motor, or social skills interventions.
  2. Maintaining handicapped students in the general education classroom.

- Nine experimental projects in two areas:

  1. Alternative language and mobility training approaches.
  2. Field-initiated research investigating alternative interventions and approaches.

- Fifty-seven demonstration projects in five areas:

  1. Innovative inservice training programs for personnel serving handicapped and at-risk infants.
  2. Integrated preschool services.
  3. Metholodogy for serving infants and toddlers with specific disabilities.
  4. Field-initiated demonstrations in early childhood education.
  5. Information management.

- Fifty-two outreach/dissemination projects with documented model programs for dissemination and replication in other sites.

- Technical assistance. A national early childhood technical assistance project is funded at the University of North Carolina at Chapel Hill with the following three functions:

  1. To help State agencies develop and implement plans for delivering services to children with disabilities from birth through age 5

2. To help community agency entities to develop the capacity to provide high quality services.
3. To facilitate the exchange of research and "best-practice" information.

Program Administration

This program administers competitive discretionary grants, cooperative agreements, and contracts.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

2. Goal Evaluation of the Handicapped Children's Early Education Program (Washington, DC: COSMOS Corporation, 1986).

3. Strategy Evaluation of the Handicapped Children's Early Education Program (Washington, DC: COSMOS Corporation, 1987).

IV. PLANNED STUDIES

In FY 1989, a study was funded to conduct descriptive evaluations of several EHA discretionary programs, including the Early Childhood Education program. The study will provide information related to the achievement of program goals, and will review selected implementation strategies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jim L. Hamilton, (202) 732-1084

Program Studies : Nancy Rhett, (202) 401-3630

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN
(CFDA No. 84.086)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), P.L. 91-230, as amended, Part C, Section 624 (20 U.S.C. 1424) (expires September 30, 1994).

Purpose: To support research, development, demonstration, training, and dissemination activities that address the needs of children with severe disabilities.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$ 2,247,000	1985	4,300,000
1975	2,826,000	1986	4,785,000
1980	5,000,000	1987	5,300,000
1981	4,375,000	1988	5,361,000
1982	2,880,000	1989	5,297,000
1983	2,880,000	1990	5,819,000
1984	4,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

These programs address Goals 1 and 3, by helping assure that children with disabilities are ready for school and are afforded opportunities for achieving educational and citizenship skills.

Population Targeting

In FY 1990, 13 new demonstration projects were awarded to serve children with severe disabilities, not including the deaf-blind. Twenty-eight continuation projects were also funded. When proects serving deaf-blind as well as other severely handicapped children are included, 21 new and 53 continuation projects were funded.

Program Administration

Program strategies in FY 1990 continued to include priorities which support research activities, validated practices, demonstrations based on research methodology, use of effective educational practices, and dissemination of best practices.

Improvement Strategies

Programs continued to pursue improvement strategies in FY 1990, including:

- Modifying proposal review criteria to incorporate needs assessment, evaluation, and dissemination components.
- Disseminating project information through the development and ongoing use of a data-based information system. This information is accessible to all projects through the national technical assistance center, as well as the central office. In addition, a conference was held which focused on strategies for dissemination of project information.
- Providing guidance to grantees in the preparation of interim and final project reports, review of these reports and referral for their publication in the Council for Exceptional Children/Education Research Information Center (CEC/ERIC).
- Providing specialized assistance in designing evaluation plans and instrumentation through strategic technical assistance monitoring.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).
2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report (Washington, DC: COSMOS Corporation, June 1988).
3. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Strategy Evaluation of the Severely Handicapped Program: Final Report Review Subtask (Washington, DC: COSMOS Corporation, June 1988).
4. Report of Office of Special Education Programs Technical Assistance and Dissemination Conference (Lexington, KY: Federal Regional Resource Center, September 1990).

IV. PLANNED STUDIES

None.

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V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Dawn Hunter, (202) 732-1009

Program Studies : Lenore Garcia, (202) 401-3630

POSTSECONDARY EDUCATION PROGRAMS
FOR HANDICAPPED PERSONS
(CFDA No. 84.078)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act, Part C, Section 625 (20 U.S.C. 1424(a)) (expires September 30, 1994).

Purpose: This program supports the development of special model programs for persons with disabilities in postsecondary educational institutions and vocational technical schools by offering two types of funded projects: (1) grants to four regional projects for model comprehensive support services and Statewide, regional, and national outreach activities that serve persons who are hearing impaired (deaf and hard of hearing); and (2) demonstrations and special projects that develop innovative models of educational programs for the delivery of support services and programs for postsecondary and adult students with disabilities.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1975	$ 575,000	1986	5,264,000
1980	2,400,000	1987	5,900,000
1981	2,950,000	1988	5,840,000
1983	2,832,000	1989	5,770,000
1984	5,000,000	1990	6,510,000
1985	5,300,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports the achievement of goal 5, which addresses adult literacy, workplace competency, and citizenship.

Services

In FY 1990, 32 grants were awarded. Of that number, 4 grants were for the regional programs for the deaf; 9 for postsecondary opportunities; and 19 for vocational outcomes demonstrations.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph Rosenstein, (202) 732-1176

Program Studies : Lenore Garcia, (202) 401-3630

TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED
(CFDA No. 84.029)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part D, Sections 631, 632, 634 and 635, P.L. 91-230, as amended, (20 U.S.C. 1431, 1432, 1434 and 1435) (expires September 30, 1994).

Purposes: To improve the quality and reduce the shortages of personnel providing special education, related services, and early intervention services to children with disabilities; and to support training and information services for parents of such children.

Grants are awarded to institutions of higher education, State education agencies, and other appropriate nonprofit organizations (1) to train teachers and other education personnel, administrators, related services personnel, early intervention personnel, parents, and volunteers; (2) to develop and demonstrate new approaches to personnel training; and (3) to provide assistance to State education agencies in providing a comprehensive system of special education personnel development.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$19,500,000	1984	$55,540,000
1970	36,610,000	1985	61,000,000
1975	37,700,000	1986	61,248,000
1980	55,375,000	1987	67,730,000
1981	43,500,000	1988	66,410,000
1982	49,300,000	1989	67,095,000
1983	49,300,000	1990	71,000,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Numbers of Special Education Teachers: States reported that 227,298 special education teachers and 241,218 non-teaching special education staff were employed for the 1988-89 school year. Teacher aides constituted 52 percent of the non-teaching staff. Table 1 contains information on the numbers of teachers and related services personnel by category, the numbers of staff reported by States as being needed, and the percentage increase needed to remedy shortfalls.

Students served: In FY 1989, based on a 90 percent response rate of grantees, 9,365 persons were enrolled as full-time or

Table 1

Numbers of Special Education Teachers and Related Services Personnel, Reported by States (FY 1989 Funding; School Year 1989-90)

	Numbers	Needed	Shortfall
Special Education Teachers			
Learning disabled	91,162	7,745	8.5%
Mentally retarded	50,262	3,976	7.9
Speech and language impaired	38,741	3,592	9.3
Emotionally disturbed	28,345	4,385	15.5
Multihandicapped	9,374	771	8.2
Hard of hearing and deaf	7,797	610	7.8
Orthopedically impaired	3,555	365	10.3
Visually handicapped	3,257	394	12.1
Other health impaired	2,877	316	11.0
Deaf-blind	336	50	14.9
Not categorized	41,592	4,380	10.5
Subtotal, teachers	227,298	26,584	9.6%
Other Personnel			
Paraprofessionals	129,020	6,605	5.1%
Other non-instructional staff	31,977	1,602	5.0
Psychologists	19,595	1,318	6.7
School social workers	8,205	721	8.8
Diagnostic staff	7,457	678	9.1
Counselors	6,690	763	11.4
Physical education coordinators	5,738	410	7.1
Vocational education	5,486	603	11.0
Occupational therapists	3,936	708	18.0
Physical therapists	2,794	753	27.0
Work-study coordinators	1,837	289	15.7
Audiologists	1,238	183	14.8
Recreational therapists	478	65	13.6
Supervisors	15,601	700	4.5
SEA supervisors	1,166	109	9.3
Subtotal, other personnel	241,218	15,507	6.4%
Total, all personnel	468,516	42,091	8.1%

Source: III.5.

Table 2

FY 1988 Special Education Personnel Preparation Projects
Numbers of Full- and Part-Time Students Participating and Numbers Who Received Degrees

Training Category	Number of Students	Percent of Total	Number who Received Degrees	Percent of Total
Educational personnel				
Cross-categorical education	2,781	.6	1,080	28.3
Learning disabled education	797	11.3	446	11.7
Mentally retarded education	691	9.8	634	16.6
Emotionally disturbed children	682	9.7	412	10.8
Multihandicapped education	320	4.6	195	5.1
Visually handicapped education	196	2.8	130	3.4
Deaf education	224	3.2	201	5.3
Other health impaired education	17	0.2	4	0.1
Deaf-blind education	21	0.3	12	0.3
Hard of hearing education	80	1.1	65	1.7
Orthopedically impaired education	33	0.5	17	0.4
Vocational education	178	2.5	43	1.1
Supervisory administrator	153	2.2	199	5.2
Paraprofessional	858	12.2	375	9.8
Subtotal	7,031	100.0	3,813	99.8
Related services personnel				
Other (medical personnel and interpreters)	42		29	
Speech language pathologist	1,239		627	
Adaptive physical education	226		196	
Psychologist	225		70	
Audiologist	192		127	
Occupational therapist	181		132	
Physical therapist	27		26	
Therapeautic recreation therapist	186		75	
School social worker	16		9	
Subtotal	2,334	0.0	1,291	0.0
Total	2,334	0.0	1,291	0.0

Source: III.6

Services continued:

part-time students in preservice training. About 75 percent were studying educational fields and 25 percent were studying fields in related services areas. Most students were studying in post-baccalaureate programs. Parent training program served about 74,000 parents and trainers. Specific categories are shown in Table 2.

Funding: The majority of the funding in FY 1990 for school year 1990-91 was awarded to institutions of higher education for personnel training (71 percent), of which 11 percent was used for parent training, 10 percent for State education agency development and training activities, and 7 percent for developmental activities.

Grantees: A total of 804 awards were made for school year 1990-91: 639 grants to colleges and universities for personnel training, 51 grants for parent training, 57 grants for development and demonstration projects, and 56 grants to State education agencies. One award was made for a technical assistance project to provide support for the parent training projects.

Use of funds: Training programs are usually in universities and typically support the costs of a project director/coordinator, student stipends and, in some cases, instructor salaries. All teacher training projects funded in recent years concentrate on preparing students for a baccalaureate or graduate degree in special education or related services areas. Projects have also been funded to develop related services personnel, teacher trainers, researchers, administrators, and other specialists.

Parent training programs support project director and instructor salaries and the costs of designing a program, developing materials, and running training workshops. Some projects train parents directly; others train the trainers for these types of programs.

The development and demonstration projects may develop and test curriculum materials, teacher guides, or training modules for training programs of all types; evaluate the materials or model program; and/or disseminate the materials or model program. Projects focused on computer technology; infants, age 0-2; adapted physical education; corrections education; emotionally disturbed children; transition from school; and parent training; as well as a variety of other special education areas. Many of these projects also provide some training to students.

State education agency grants support the salaries of State education agency personnel to improve the quality of special education personnel development in their State.

Outcomes

For school year 1988-89, projects reported that 5,104 students received degrees or certification, including 3,813 teachers, administrators, and aides and 1,291 related services personnel. (See Table 2 for specific breakouts by category of training).

Improvement Strategies

- During FY 1990, the Office of Special Education Programs (OSEP) validated a model for projecting personnel needs.
- During FY 1990, OSEP refined collection of data from grantees on program graduates.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on Implementation of the Education of the Handicapped Act (Washington, DC: Department of Education, 1990).
2. Program files.
3. State education agency reports.
4. Reports from personnel training grant recipients, 1990.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Max Mueller, (202) 732-1554

Program Studies : Chris Yanckello, (202) 401-3630

CLEARINGHOUSES FOR THE HANDICAPPED PROGRAM
(CFDA No. 84.030)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part D, Section 633, (20 U.S.C. 1433) (expires September 30, 1994).

Purpose: To disseminate information and provide technical assistance on educational resources and programs for children and youth with disabilities. Three clearinghouses are supported through awards to (1) disseminate information and provide technical assistance to parents, professionals, and other interested parties; (2) provide information on postsecondary programs and services for individuals with disabilities; and (3) encourage students and professional personnel to pursue careers in the field of special education.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 250,000	1984	$1,000,000
1970	475,000	1985	1,025,000
1975	500,000	1986	1,062,000
1980	1,000,000	1987	1,200,000
1981	750,000	1988	1,149,000
1982	720,000	1989	1,135,000
1983	720,000	1990	1,479,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of the clearinghouses is to exchange information on special education among a wide range of constituents. As such, they further Goals 1, 2, 3, 4, and 5 by providing information essential to access to preschool education, postsecondary education, improvement of student achievement (including mathematics and science), and literacy programs.

Population Targeting

The three clearinghouses are aimed at providing information to parents, special education students, educational professionals for children and youth from birth through age 21, and to a wide range of educational, vocational, and independent living organizations.

Services

The three clearinghouses disseminate information concerning educational and career opportunities for persons with disabilities. In school year 1987-88, the clearinghouses responded to 58,000 requests for information; in school year 1988-89, the clearinghouses provided some 80,000 responses to requests from parents, organizations, and professionals; in school year 1989-90, the clearinghouses responded to some 77,000 requests. It is anticipated that with FY 1990 funds, which will support school year 1990-91, a significant increase in dissemination activities will occur. The National Clearinghouse on the Education of the Handicapped provides parents, teachers, and others with information on issues regarding educating children and youth with disabilities.

The National Clearinghouse on Postsecondary Education of Handicapped Individuals serves as an information exchange about educational support services, procedures, policies, adaptations, and opportunities on American campuses, vocational technical schools, adult education programs, independent living centers, and other training entities after high school. The center responds to inquiries from individuals and organizations regarding adult education, continuing education, and vocational education.

The National Clearinghouse on Careers and Employment in Special Education collects and disseminates information on current and future needs for special education and related services personnel; disseminates information concerning career opportunities in special education, location of programs, and various forms of financial assistance; identifies training programs available around the country; and provides technical assistance to institutions seeking to meet State and professionally recognized standards.

Networking activities performed by the three clearinghouses are accomplished by direct mailings, telecommunications, and conference participation.

Program Administration

The National Clearinghouse on the Education of the Handicapped (NICHCY) is operated by Interstate Research Associates, McLean, Va.; the National Clearinghouse on Postsecondary Education of Handicapped Individuals is operated by the American Council on Education, Higher Education and the Handicapped (HEATH), Washington, D.C.; the National Clearinghouse on Careers and Employment in Special Education is operated by the National

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Association of State Directors of Special Education (NASDSE), Washington, D.C.

Improvement Strategies

The clearinghouses continue to improve outreach activities to families and groups who are directly involved in the lives of children with disabilities and to improve the mechanism to evaluate the effectiveness of these clearinghouses' activities.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sara Conlon, (202) 732-1157

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

DISCRETIONARY GRANTS FOR HANDICAPPED--INNOVATION AND DEVELOPMENT PROGRAM (CFDA No. 84.023)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part E, Sections 641-644 (20 U.S.C. 1441-1444) (expires September 30, 1994).

Purpose: The purpose of the Innovation and Development program is to contribute to the ongoing advancement of knowledge and practice in special education through research. This program is designed to increase understanding and encourage the application of information which, when transferred into practice, will improve the education of children and youth with disabilities. The program's main goal is to support research projects, both OSEP-directed and investigator-initiated. The basic objectives are to: provide knowledge and understanding; develop and validate effective practices; develop new or improve approaches and products based on research findings; and contribute to the dissemination and implementation of research findings.

The research goal is addressed through four program objectives: (1) to increase understanding through the production of knowledge by supporting research activities; (2) to encourage the empirically based translation of knowledge into the state-of-the-art applications in special education; (3)to facilitate the transfer of state-of-the-art knowledge and applications; and (4) to develop a national research capacity to generate and respond to the need for knowledge, applications, and the transfer of research findings to current practice.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1964	$ 2,000,000	1984	$15,000,000
1970	13,360,000	1985	16,000,000
1975	9,341,000	1986	16,269,000
1980	20,000,000	1987	18,000,000
1981	15,000,000	1988	17,233,000
1982	10,800,000	1989	17,026,000
1983	12,000,000	1990	19,825,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program conducts research on preschool education, dropping out among disabled students, student achievement, mathematics and science curricula, and preparation for the world of work, further education, and independent living. As such, the program supports Goals 1, 2, 3, 4, and 5 of the national goals.

Population Targeting

This research program is directed toward improving services for disabled infants, toddlers, children and youth; and providing key information to teachers, administrators, and stakeholders for disabled students.

Services

The Innovation and Development program sponsors multiple research programs including: Field Initiated Research; Student Initiated Research; Directed Research Projects (research on the severely emotionally disturbed population; an early childhood research policy institute; school building models for educating students with handicaps in general education settings; home and school cooperation, a research institute on the placement and integration of children with severe handicaps; and delivery of services to limited-English proficient students with disabilities, among other areas of study).

Program Administration

In FY 1990, 126 grants and contracts were awarded. Awards were made to State and local education agencies, institutions of higher education, and nonprofit private organizations. Profit-making organizations are allowed to receive awards only for contracts dealing with research related to physical education or recreation.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

An evaluation study to examine the goals and activities of the Innovation and Development Division will be concluded in FY 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Martin Kaufman, (202) 732-1106

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

DISCRETIONARY GRANTS FOR HANDICAPPED--
MEDIA AND CAPTIONING SERVICES
(CFDA No. 84.026)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), P.L. 91-230, as amended (20 U.S.C. 1451-1454). Now the Individuals with Disabilities Education Act, P.L. 101-476, (expires September 30, 1994).

Purpose: To promote the use of communications and learning media by persons with disabilities. The program primarily provides support for the captioning and distribution of films and captioning of television programs for persons who are deaf, the production and distribution of television caption decoders, the National Theater of the Deaf, and recordings for the blind. These activities are intended to encourage the educational advancement of persons with disabilities and to provide them with enriched educational and cultural experiences.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 2,800,000	1984	$14,000,000
1970	6,500,000	1985	16,500,000
1975	13,250,000	1986	16,747,000
1980	19,000,000	1987	13,804,000
1981	17,000,000	1988	13,216,000
1982	11,520,000	1989	13,403,000
1983	12,000,000	1990	15,192,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program is aimed at persons who are deaf or hard of hearing, blind or visually impaired, or who otherwise can benefit from special interventions to improve their use of the communications media. The number of people in the United States who meet these conditions is not known. However, in FY 1985, 21.5 million persons were identified as hearing impaired by the National Health Interview Survey of the National Center for Health Statistics. This figure includes both the mildly impaired and fully deaf persons. Of the total, about 1.6 million persons are deaf.

Services

In FY 1990, 55 projects were awarded to caption films and video cassettes, 22 to caption television programs, and 1 to support the study of the commercial viability of descriptive video services. In addition, 1 award was made to Recording for the Blind, Inc., and 1 for the National Theater of the Deaf. More than $10 million was spent on captioning films and television programs.

Program Administration

Project awards are generally from one to three years. Eligible institutions include profit and nonprofit, public and private agencies, institutions, and organizations.

Outcomes

In FY 1990, contracts were made with 38 educational film companies and 18 general interest companies to caption 98 educational titles and 68 feature-length titles for placement in captioned films libraries and depositories.

Recording for the Blind, Inc., distributes about 90,000 recorded books to students and records 4,000 new texts each year.

In September 1989, a cooperative agreement was made with the National Captioning Institute, Inc., to subsidize the sale of a new closed-captioned television decoder, the TC4000, through the use of consumer rebate coupons. By October 1990, 2,790 of the TC4000 sales had resulted in a rebate, for a total of 19,201 subsidized decoders under this award.

As of August 1989, all of the prime time programming on the major networks was being closed-captioned. Captioning was supported by the Department of Education, the networks, cable companies, and many private businesses and foundations. Closed-captioned commercials and music videos are readily available; these are funded entirely by the private sector.

A total of 825 hours of syndicated programs were captioned in FY 1990.

Across the Nation, many local television stations are captioning their own local news programs. There are nearly 100 television stations engaged in this activity, with 18 supported in their captioning activities by the Department of Education.

More than 1,000 closed-captioned videocassettes are routinely available in local video rental stores.

III. SOURCES OF INFORMATION

1. Twelth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

2. "Analysis of Demand for Decoders of Television Captioning for Deaf and Hearing-Impaired Children and Adults" (Washington, DC: Pelavin Associates, Inc., April 1989).

3. Program files.

IV. PLANNED STUDIES

In FY 1989, a study was funded to conduct descriptive evaluations of several EHA discretionary programs, including the Media Services and Captioned Films program. The study will provide information related to the achievement of program goals, and will review selected implementation strategies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ernie Hairston, (202) 732-1172,
(202) 732-1169 TDD

Program Studies : Nancy Rhett, (202) 401-3630

EDUCATION OF THE HANDICAPPED ACT--SPECIAL STUDIES
(CFDA No. 84.159)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part B, Section 618 (20 U.S.C. 1418) (expires September 30, 1994).

Purposes: The purposes of the Special Studies program are as follows:

- To assess progress in the implementation of the Individuals with Disabilities Education Act;
- To assess the effectiveness of State and local efforts to provide free and appropriate public education to all children and youth with disabilities and early intervention services to infants and toddlers with disabilities;
- To provide Congress with information relevant to policy making; and
- To provide Federal, State, and local agencies with information relevant to program management, administration, and effectiveness.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$1,735,000	1985	$3,100,000
1980	1,000,000	1986	3,170,000
1981	1,000,000	1987	3,800,000
1982	480,000	1988	3,638,000
1983	480,000	1989	3,594,000
1984	3,100,000	1990	3,545,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program conducts evaluation studies, among them, studies to assess (a) State and local programs in serving preschool children (Goal 1); (b) educational outcomes of students with disabilities including status of high school exit (i.e., graduation or dropping out) (Goal 2); and (c) the effect of educational reforms on the achievement of disabled students (Goal 3).

Population Targeting

Studies are conducted on evaluation issues relating to the provision of special education and related services to infants, children, and youth between the ages of birth and 22.

Services

Federal Evaluation Studies

Study of Anticipated Services for Students with Handicaps Exiting from Schools:

- The American Institutes for Research was awarded a cooperative agreement to develop and test a microcomputer-based expert system to aggregate data on anticipated services for exiting students. Data from early evaluations of the system will be used to refine the list of services and definitions currently used by States for Federal reporting of anticipated services data.

Longitudinal Study on a Sample of Handicapped Students

- This study was developed in response to Section 8, P.L. 98-199, which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. To date, SRI has conducted two data collections on a sample of students ages 13 to 26. Ten volumes of data analyses from the first data collection are currently available from SRI.

State Evaluation Projects.

State Agency/Federal Evaluation Studies Program

Projects Funded in FY 1990:

The Connecticut Department of Education is developing the conceptual framework for examining student attitudes and attributes as outcome measures for large-scale program evaluation of special education services. Under this feasibility study, the project will develop decision strategies and criteria for selecting and defining important constructs, operational definitions of those constructs, identification and selection of measurement devices, and the establishment of expected outcomes and evaluation questions.

The Minnesota Department of Education is designing procedures and a methodology for analyzing and accurately reporting cross-program and inter-district costs for serving students with mild

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handicapping conditions. The study will develop a multi-attribute measurement and evaluation process that gathers quantitative criteria and attributes associated with goals and outcomes of special education. The data gathered by the study will be analyzed to investigate the relationship between the measured attributes and the utility of special education services and the related costs across programs and districts.

The North Carolina Department of Human Resources is evaluating the utility of a system, the Abilities Index, for characterizing infants and preschools with disabilities. This functional approach characterizes children along common dimensions of abilities and disabilities in the nine areas of audition, behavior, intelligence, limbs-hands, arms and legs, intentional communication, tonicity, integrity of physical status, eyes, and structural status. The project will carry out a series of reliability, criterion, consumer validation, and descriptive studies designed to test the functional index's utility for describing children currently served under North Carolina's early intervention and preschool grants program.

The Connecticut State Department of Education is investigating the usefulness of establishing the Statewide testing program, the Connecticut Mastery Test, as an outcome indicator for special education test takers. This study will extend the analysis of the psychometric properties for a second school year, establish the longitudinal cohort data base by developing the data management systems for linking the yearly Connecticut Mastery Test data collections, and validate the use of two decision models for evaluating the academic progress of special education students.

Findings of Studies Ending in 1990

The Colorado State Department of Education carried out a study with a twofold purpose. The first was to evaluate special education in Colorado in terms of student outcomes. Second, the study undertook to test the utility of the Colorado Special Education Quality Indicators, which describe the characteristics of effective programs, by weighing them against actual student outcomes.

The study produced the following conclusions:

- Students with disabilities participating in the study had higher rates of absenteeism and out-of-school suspensions than participants without disabilities. Students with emotional/behavior problems were absent and were suspended most frequently.

- Students with disabilities in the study received lower academic grades than their non-disabled peers, with emotional/behavior disordered students receiving the lowest grades of all students. Mentally retarded students tended to have higher grades, but were also less likely to be served in a regular classroom setting and, therefore, their higher grades may be indicative of a different standard for grading rather than academic achievement.

- Participating students with the lowest grades across all academic and vocational courses were also those with the highest rates of absenteeism and suspension.

- Dropouts in the study, on average, were absent one-fifth of the time, twice the rate for students with disabilities who stayed in school.

- Mentally retarded students responding to the survey were less likely than students with other handicapping conditions to participate in school or community activities and rated themselves less knowledgeable about skills related to independent living.

The North Carolina Department of Education evaluated the effects of three service delivery models that respond to the Regular Education Initiative (REI). The efficacy of each model (the Peer Tutor Model, the Learning Center Model, and the Consultation Model) was defined in terms of the effects upon students; the effects upon teachers preference to serve and perceived skills to serve above average, average, and disabled students; and the effects upon the fiscal structure of local school units.

- The primary finding of the study is that REI models appear to be at least as effective as pull-out models in promoting academic growth.

- REI models provide services to all students (without regard to labels) while pull-out models do not. These models serve students in all academic areas while pull-out models generally address only reading and/or math. Finally, REI models appear to reduce the stigmatizing effects experienced in pull-out models.

- The cost of implementing REI models for all elementary students in North Carolina will increase the per pupil cost of education, based on 1988-89 per pupil expenditure by less than 1 percent, to less than 2 percent depending upon the model.

- Students' classwork and attendance appear to be improved in REI models.

Outcomes

National Studies

A cooperative agreement was awarded to the University of Minnesota to support a National Center on Educational Outcomes. The center will assist in the design, planning, development, implementation, and use of a comprehensive system of national indicators to effectively assess outcomes for children with disabilities. The specific purposes of the project include:

1. Characterize the State of the Practice. The development and implementation of an ongoing tracking and reporting system that describes the status of the design, development, and implementation of outcome indicators on a State-by-State basis.

2. Conceptual Model of Indicators Assessment System. The development of a conceptual framework for specifying a comprehensive system of outcome indicators.

3. Information Exchange. The development and implementation of communication and networking procedures that facilitate and promote the exchange of information among State education agency personnel, professional and parent organization representatives, and other interested parties.

4. Solutions to Technical/Implementation Issues. The identification of technical and implementation issues impeding efforts to assess outcomes of children with disabilities.

5. Strategic Planning. The design and implementation of an ongoing strategic planning process for advancing the development of a comprehensive system of outcome indicators for children with disabilities. The system will be capable of providing comparable data and allowing for the aggregation of data across States.

6. Secondary Data Analysis. The identification and analysis of State extant data bases on student outcome measures that correspond to the conceptual framework of the comprehensive system of indicators.

Program Administration

In FY 1990, 8 awards were made: three "State Agency/Federal Evaluation Studies Projects," three "State Agency/Federal Evaluation Studies Projects - Feasibility Studies of Impact and Effectiveness," a "Study of Anticipated Services for Students with Handicaps Exiting from School," and a "Center for Outcome Assessment for Children and Youth with Disabilities."

III. SOURCES OF INFORMATION

1. Eleventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1989).
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lou Danielson, (202) 732-1119

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH
(CFDA No. 84.158)

I. PROGRAM PROFILE

Legislation: Individuals with Disabilities Education Act (IDEA), as amended, Part C, Section 626 (20 U.S.C. 1425) (expires September 30, 1994).

Purpose: To strengthen and coordinate educational and related services for youth with disabilities to help them make the transition to postsecondary education, vocational training, competitive employment (including supported employment), continuing education, independent and community living, or adult services; to stimulate the development and improvement of programs for special education at the secondary level; and to stimulate the improvement of the vocational and life skills of students with disabilities to better prepare them for the transition to adult life and services.

Funding History

Fiscal Year	Appropriation
1984	$6,000,000
1985	6,330,000
1986	6,316,000
1987	7,300,000
1988	7,372,000
1989	7,284,000
1990	7,989,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals

One of the goals of the Secondary Education and Transitional Services (SETS) program is to reduce the dropout rate of disabled youth, and to increase the numbers of students completing high school; as such this program supports Goal 2 of the national goals.

Population Targeting

In school year 1987-1988, 238,579 students with disabilities left school. Of these, 42 percent earned diplomas; 11.3 percent earned certificates of completion; 2.5 percent reached the maximum age served; 27.4 percent dropped out; and 16.4 percent left for other or unknown reasons.

Students who are emotionally disturbed (40 percent), learning disabled (27 percent), and mentally retarded (27 percent) are more likely to exit school by dropping out. Factors associated with dropping out of special education include poor academic performance, poor social adjustment, frequent absenteeism, low parental support, low socioeconomic status, and substance abuse problems.

Services

A goal evaluation of the Secondary Education and Transition Services program (SETS) was completed in December 1988 (III.2).

The study identified four types of activities carried on by SETS grantees: preparing students for job training; placing students in work or community settings and providing follow-up support; creating more capacity for employment opportunities and community support services for disabled youth; and providing technical assistance to grantees (including long-term follow-along of participants served).

Program Administration

Fifty-four projects, primarily demonstrations, were funded in FY 1990. New projects focus on supported employment, self-determination, and family networking. Continuation projects include models for job training and follow-up/follow-along projects.

Outcomes

The goal evaluation study examined the program outcomes achieved by the grantees and concluded that goals of the SETS program are being met, i.e., improving the access of youth with disabilities to education, employment, and post-school community living services. The study also identified factors which, for each of the service strategies, were likely to help grantees achieve their intended outcomes and incorporate successful practices into their regular service systems when Federal funding ended. Generally, however, few demonstrated practices were transferred to other sites.

Improvement Strategies

The study made two recommendations based on these findings. First, the SETS program should provide grantees with technical assistance to formulate outreach activities to promote transfer of demonstrated practices. Second, the SETS program should expand technical assistance to grantees for evaluation in order to improve project quality and collect data on program effectiveness. Both recommendations have been integrated into the work of the Transition Intervention Effectiveness Institute.

Additionally, a series of five regional meetings are planned this year to provide evaluation assistance to SETS program grantees.

III. SOURCES OF INFORMATION

1. Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

2. Evaluation of Discretionary Programs Under the Education of the Handicapped Act: Goal Evaluation of the Secondary Education and Transition Services Program (Washington, DC: COSMOS Corporation, December 1988).

3. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: William Halloran, (202) 732-1112

Program Studies : Susan Thompson-Hoffman, (202) 401-3630

REMOVAL OF ARCHITECTURAL BARRIERS TO INDIVIDUALS WITH DISABILITIES
(CFDA No. 84-155)

I. PROGRAM PROFILE

Legislation: Removal of Architectural Barriers to Individuals with Disabilities (P.L. 91-230) as amended, Part A, Section 607, as amended (20 U.S.C. 1406) (no expiration date).

Purpose: To pay part or all of the cost of altering existing buildings and equipment in accordance with standards under the Architectural Barriers Act of 1968, P.L. 90-480.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	0	1986	$ 0
1983	$40,000,000 1/	1987	0
1984	0	1988	0
1985	0	1989	0
		1990	0

1/ Although funds were appropriated in FY 1983, they can be obligated in any succeeding year.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Service

This formula grant program provides funds on a one-time basis to State education agencies (SEAs) and through them to local education agencies (LEAs) and intermediate education units to alter existing buildings and equipment in order to remove architectural barriers to persons with disabilities. Grants totaling $40,000,000 were made to all eligible State and territories, as of September 30, 1990.

The Education of the Handicapped Act Amendments of 1986 added the Department of the Interior to the list of eligible applicants. Although the Department of the Interior was added to the regulations for this program, it is not eligible to receive funds from the fiscal 1983 appropriation.

III. SOURCES OF INFORMATION

1. Program files.

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IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sandra Brotman, (202) 732-1031

Program Studies : Chris Yanckello, (202) 401-3630

EARLY INTERVENTION PROGRAM FOR INFANTS AND TODDLERS WITH DISABILITIES
(CFDA No. 84.181)

I. PROGRAM PROFILE

Legislation: Education of the Handicapped Act (EHA), Part H, P.L. 91-230 as amended by P.L. 99-457 (20 U.S.C. 1471-1485). Now the Individuals with Disabilities Education Act, P.L. 101-476 (expires September 30, 1994).

Purpose: To provide Federal assistance to States to establish early intervention services for infants and toddlers with disabilities from birth through age 2 and their families. Funds are to be used to plan, develop, and implement a Statewide comprehensive, coordinated, interagency program of early intervention services. States may also provide direct services that are not otherwise provided from other public or private sources or expand and improve current services.

By the beginning of the fourth year of its participation, a State must have in effect a Statewide system and must have established a policy to serve all eligible children from birth through age 2, in order to receive funds under this program. By the beginning of the fifth year, all eligible children must be served. For most States, the first year in which all eligible children must be served is 1991-92.

Funding History

Fiscal Year	Appropriation
1987	$50,000,000
1988	67,018,000
1989	69,831,000
1990	79,520,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program directly supports Goal 1, school readiness. By identifying children in need of early intervention services and providing them that help, States are working to ensure that all children, including those with disabilties, will start school ready to learn.

Population Targeting

This program serves children who are experiencing developmental delays or who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. The children may be delayed in one or more of the following areas: cognitive, physical, language, speech, or psychosocial development, or self-help skills. States must serve children at with developmental delays. They may serve children at risk of developmental delay.

Services

Early intervention services may include family training, counseling, and home visits; special instruction; speech pathology and audiology; occupational therapy; physical therapy; psychological services; case management services; diagnostic and evaluative medical services; assessment and evaluation services; and health services needed to enable the child to benefit from the other early intervention services.

Program Administration

Grants are based on the proportion of children from birth through 2 years of age in the general population, except that no State receives less than 0.5 percent of the total funds available to States.

The Governor of each State must designate a lead agency for administration of this program. The State must also establish a State interagency coordinating council with 15 members--to include at least 3 parents, 3 public or private service providers, 1 representative from the State legislature, 1 person involved in personnel preparation, and others representing the appropriate agencies for early intervention services. The State education agency may also be represented although this is not required by law. Each State must develop procedures to implement the 14 required components of the comprehensive Statewide system of early intervention services by the fourth year of participation.

Outcomes

In FY 1990 (fourth year of participation), all States, the District of Columbia, U.S. Bureau of Indian Affairs, and the Outlying Areas participated in the program. Grants to States ranged from $388,764 to $10,061,348. About one-third of the States designated the SEA as lead agency for the program, another third selected the State department of health, another third selected the State department of social or human services, and three selected the interagency coordinating council.

States continued to organize interagency coordinating councils at the State and local levels, to design their Statewide systems, and to establish common eligibility criteria among various State agencies serving infants. Some States provided funds for direct services to the children, although the reliability of information on the numbers served still remains questionable, given that many States were unable to establish an unduplicated count.

III. SOURCES OF INFORMATION

1. Education of the Handicapped Act Amendments of 1986, P.L. 99-457.

2. Twelfth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Washington, DC: U.S. Department of Education, 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Jim Hamilton, (202) 732-1084

Program Studies : Nancy Rhett, (202) 401-3630

TECHNOLOGY, EDUCATIONAL MEDIA, AND MATERIALS FOR THE HANDICAPPED
(CFDA No. 84.180)

I. PROGRAM PROFILES

Legislation: Individuals with Disabilities Education Act, P.L. 101-476, as amended, Part G (20 U.S.C. 1461, 1462) (expires September 30, 1994).

Purpose: To advance the use of new technology, media, and materials in the education of students with disabilities, and the provision of early intervention to disabled infants and toddlers.

Funding History

Fiscal Year	Appropriation
1987	$ 4,696,000 1/
1988	4,787,000
1989	4,730,000
1990	5,425,000

1/ The Education of the Handicapped Act Amendments of 1986, P.L. 99-457, created this new authority under which activities related to special education technology are funded. Previously, these activities were funded through the Media and Captioning Services program.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses goal 1, by helping ensure attention to disabled infants and toddlers so that they may be ready for further schooling. It also addresses goal 5, by promising the development and application of new technologies to the education of the handicapped, furthering their ability to become literate and prepared for the workplace.

Services

Grants are awarded to institutions of higher education, State and local education agencies, or other appropriate agencies or organizations, to assist the public and private sectors in developing and marketing new technology, media, and materials for the education of persons with disabilties; to disseminate information on the availability and use of new technology, media, and materials for such persons; and to design and adapt new technology, media, and materials that will improve the education of such persons.

Program Administration

In FY 1990, a total of 28 awards were made; of that number, 4 were contracts and 24 were grants.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

In FY 1990, a review of the field of instructional technology for special education was initiated by the Department. Papers have been commissioned from experts in the field to identify gaps in knowledge as well as promising technologies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Beatrice Birman, (202) 732-1123

Program Studies : Lenore Garcia, (202) 401-3630

NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH (NIDRR)
(CFDA No. 84.133)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title II and Section 311(a), as amended by P.L. 99-506, (29 U.S.C. 760-762a and 777 (a)) (expires September 30, 1991).

Purpose: To support rehabilitation research and the use of such research to improve the lives of individuals with physical and mental disabilities, especially those with severe disabilities, and to provide for the dissemination of information to rehabilitation professionals, individuals with disabilities, and their families concerning developments in rehabilitation procedures, methods, and devices.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1963	$ 12,200,000	1984	36,000,000 2/
1965	20,443,000	1985	39,000,000 2/
1970	29,764,000	1986	42,108,000 2/
1975	20,000,000	1987	49,000,000 2/3/
1980	31,488,000	1988	51,100,000 2/3/4/
1981	29,750,000	1989	53,525,000 2/3/5/
1982	28,560,000	1990	54,318,000 2/3/5/
1983	31,560,000 1/		

1/ Included a $1.5 million supplemental appropriation for the establishment of two Rehabilitation Research and Training Centers (RRTC). The awards for these centers, one for pediatrics and one for disabled Pacific Basin residents, were made in FY 1984.

2/ This appropriation does not include $5 million for the Spinal Cord Injury program funded to the Severely Handicapped Individuals program (see chapter 322 of the AER) but administered by NIDRR.

3/ Included $1 million specified for Rehabilitation Engineering Centers in Connecticut and South Carolina, with annual increments.

4/ Included $500,000 for research on hearing assessment for native Hawaiian children.

5/ Included $750,000 earmarked for a pediatric RRTC.

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II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

About 500 studies are under way at any given time, and 600 training programs, serving approximately 60,000 rehabilitation professionals, are conducted annually. The composition of the National Institute on Disability and Rehabilitation Research (NIDRR, formerly NIHR) program is shown in the table below:

	FY 1990 Funding ($ millions)	Number of Projects	
		FY 1989	FY 1990
Rehabilitation Research and Training Centers	$22.9	38	40
Rehabilitation Engineering Centers	10.6	16	16
Research and Demonstration	6.8	67	51
Utilization and Dissemination	4.2	21	18
Field-Initiated Research	6.6	74	63
Fellowships	.3	9	10
Innovation Grants	1.1	21	21
Model Spinal Injury	(5.0) 1/	13	13
Research Training Grants	1.1	11	8
Total	53.6 2/	270	242

1/ Not included in total. See Note 2 under Funding History.

2/ Excludes funding for field readers, consultants, conferences, and printing.

Program Administration

The NIDRR funds research and related activities through nine separate programs. The Rehabilitation Research and Training Centers and Rehabilitation Engineering Centers represent the largest investment of NIDRR resources. Other programs include a directed research and demonstration program, a knowledge diffusion program, Field-Initiated Research, Innovation Grants, and Fellowships. Rehabilitation Research Training Grants were instituted in FY 1986. This program provides support for advanced training in research for physicians and other clinicians. NIDRR is also responsible for promoting coordination and cooperation among Federal agencies conducting rehabilitation research through an Interagency Committee on Disability Research.

Outcomes

No aggregate measures of impact are available, but this program is able to offer many examples of research and dissemination outcomes that qualitatively improve the lives of persons with disabilities. These include the development of methods to overcome restrictions on physical mobility and the establishment of supportive practices permitting fuller participation in community life (III.1).

Improvement Strategies

In FY 1990, specific priorities were announced for Rehabilitation Research and Training Centers in the areas of independent living policy, community integration, deafness with other severe deficits, long-term mental illness, and independent living program management. NIDRR also announced priorities for discrete projects on low back pain, supported employment, disability demographics, and vocational rehabilitation counseling. A new Rehabilitation Engineering Center (REC) in rehabilitation of children with orthopedic disabilities was also established.

NIDRR has initiated a major design project that is expected to establish an integrated planning system for setting goals, developing priorities, and allocating resources over the next five years and beyond. Efforts are also underway to improve the quality of data available on the outcomes and effects of research support by NIDRR.

On the basis of a consultant report, NIDRR has redesigned its priority for its grants for regional information exchanges to make them more effective vehicles.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

NIDRR is preparing for a major revision of its long-range plan for rehabilitation research. NIDRR also intends to develop program improvement information on its investigator-initiated projects in FY 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Betty Jo Berland, (202) 732-1139

Program Studies : Rob Barnes, (202) 401-0325

REHABILITATION SERVICES--BASIC STATE GRANTS
(CFDA No. 84.126)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 95-602, P.L. 98-221, and P.L. 99-506, Sections 100-112, (29 U.S.C. 720-731) (expires September 30, 1992).

Purpose: To provide a variety of vocational rehabilitation services to individuals with handicaps, to enable them to prepare for and engage in gainful employment to the extent of their abilities.

Federal and State funds cover the costs of a variety of vocational rehabilitation services including, but not limited to, the following: evaluation of rehabilitation potential; counseling and guidance; vocational and other training; reader services for the blind; interpreter services for the deaf; medical and related services, such as prosthetic and orthopedic devices; transportation to obtain vocational rehabilitation services; maintenance during rehabilitation; employment placement; tools, licenses, equipment, supplies, and management services for vending stands or other small businesses for individuals with severe handicaps; rehabilitation engineering services; specific post-employment services necessary to assist individuals with handicaps to maintain or regain employment; assistance in the construction and establishment of rehabilitation facilities; and services to families of individuals with handicaps when such services will contribute substantially to their rehabilitation.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 225,268,000	1984	$ 1,037,800,000
1970	432,000,000	1985	1,100,000,000
1975	673,000,000	1986	1,145,148,839
1980	817,484,000	1987	1,277,797,000
1981	854,259,000	1988	1,376,051,000
1982	863,040,000	1989	1,446,375,000
1983	943,900,000	1990	1,524,677,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Recent national surveys have estimated there are over 21 million Americans of working age with functional limitations. Of this number, about 13 million are significantly limited in the amount or kind of work they can perform, including substantial numbers who are totally incapacitated. The number eligible for vocational rehabilitation under the Rehabilitation Act is still smaller, since ability to benefit from services in terms of employability is also a critical factor, and other entitlements (e.g., veterans or those with worker compensation claims) are often provided for separately. Finally, many potentially eligible individuals fail to apply for service.

Services

In FY 1989, about 929,000 individuals were served by State agencies. Of this number, 359,000 (39 percent) were newly accepted for vocational rehabilitation, with the balance (570,000) having entered the program in FY 1988 or earlier.

Information on actual services received is most complete for the 218,000 clients whose cases were closed in FY 1988 as successfully rehabilitated. Average time from application to closure for this group was 22.6 months. Private individuals, such as physicans, provided services to 44 percent of the clients rehabilitated. Agency outlays for purchased services amounted to an average of $1,918 per successful rehabilitation. Leading the list of services provided was diagnosis and evaluation (94 percent of those rehabilitated), followed by training (54 percent), restorative services (40 percent), and job placement (36 percent). All rehabilitated persons also received counseling and guidance services.

Program Administration

Services are delivered by 83 rehabilitation agencies in the United States, Puerto Rico, and outlying territories. Some States have separate agencies for individuals who are blind and visually impaired. Federal funds are distributed by formula, subject to an approximate 20 percent matching requirement. In FY 1989, 24 States and the District of Columbia exceeded this match requirement, with Alaska, and the District of Columbia providing more than twice the required minimum. In this connection, a recent investigation of State-agency characteristics found that States providing a significant overmatch are distinguished chiefly by higher administrative costs and, to a lesser extent, by smaller counselor caseloads (III.3).

Outcomes

During FY 1989, about 220,400 clients were rehabilitated for an overall rehabilitation rate of 63 percent. Of all rehabilitations in FY 1988, 81.7 percent involved successful placements into competitive employment. Average weekly earnings at closure for all those rehabilitated in FY 1988 (including those in homemaking occupations with no earnings) showed an increase of $145 over average earnings at the time of the client's initial application for program services.

On the evidence of recent program data, severity of handicap is not a significant factor in predicting successful rehabilitation. In recent years the overall rehabilitation rate for nonsevere cases has been about 2 percentage points higher (e.g., 64.1 percent versus 62.4 percent in 1989), but an analysis of a large national sample of 1985 closures shows that this difference disappears when statistical controls for types of primary disability are introduced (III.3). There is a disparity, however, in placements of severely and non-severely disabled persons into competitive employment. In FY 1988, State agencies placed 76.9 percent of severely disabled persons into competitive employment, compared to 91.6 percent of the non-severely disabled. Placements into sheltered workshops were 8.6 percent and 1.3 percent respectively.

The best evidence on the implications of successful rehabilitation for earnings comes from the Rehabilitation Services Administration-Social Security Administration (SSA) Data Link Project. The latest analysis compared pre- and post-closure earnings (up to the maximum covered by SSA) for a national sample of cases closed in FY 1975. Expressed in constant 1988 dollars, those successfully rehabilitated registered increased annual earnings in four successive years following closure (i.e., 1975 to 1979), and although those not rehabilitated exhibited a similar pattern of growth in earnings, their annual earnings were substantially lower in each of these post-closure years. However, in years five through nine following closure, earnings of both groups steadily declined. By year nine, earnings had fallen below 1975 earnings, but were still substantially higher than pre-referral earnings. Related to the earnings decline is a decline in the percent of successful rehabilitants who had paid employment during the year. From 1975 to 1983, the percent employed at any time during the year fell from 82 to 58 percent.

III. SOURCES OF INFORMATION

1. Disability, Functional Limitation, and Health Insurance Coverage: 1984/1985 (Washington, DC: Bureau of the Census 1986).
2. Annual Report of the Rehabilitation Service Administration for FY 1989 (U.S. Department of Education, October 1990).
3. Analysis of Program Trends and Performance in the Federal-State Vocational Rehabilitation Program (Berkeley, California: Berkeley Planning Associates, 1989).
4. The Economic Benefits of the Vocational Rehabilitation Program (Berkeley, California: Berkeley Planning Associates, 1989).

IV. PLANNED STUDIES

Evaluation of Quality Assurance (QA) Systems in State Vocational Rehabilitation Agencies will describe (1) the scope of existing quality assurance systems and sub-systems and develop standards for their use; (2) nominate exemplary QA systems and sub-systems; and (3) develop a QA manual that provides guidance to State vocational rehabilitation agencies and to RSA.

Evaluation of Vocational Assessment Procedures and the Individualized Written Rehabilitation Plan Process Used by State Vocational Rehabilitation Agencies will evaluate the assessment procedures used to determine the employment potential and eligibility for services of vocational rehabilitation clients, and the procedures used in developing, implementing, and modifying Individual Written Rehabilitation Plans.

Traumatic Brain Injury Best Practice Study will provide an overall assessment of State vocational rehabilitation agency programming and services delivery for individuals with traumatic brain injury with focus on effective practices, model programs and coordinate with other agencies/organization in the delivery of respondence services.

Evaluation of Procedures to Recruit and Retain Qualified Field Service Delivery Personnel in the State-Federal Rehabilitation Program will (1) identify factors that facilitate or impede the recruitment and retention of qualified field service delivery personnel by State vocational rehabilitation agencies, including the effects of post-employment training; (2) document cases of exemplary practices of field service delivery personnel with respect to recruitment and retention; (3) identify the level of information that selected pre-service training programs have on their recent graduates, including whether graduates are taking jobs in State vocational rehabilitation agencies; and (4) identify the representation of individuals with handicaps or

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minority groups in the pre-service training program student population and identify factors that contribute to achieving adequate representation of individuals with handicaps or minority groups in field service delivery positions in State vocational rehabilitation agencies.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mark Shoob, (202) 732-1406

Program Studies : Rob Barnes, (202) 732-3630

CLIENT ASSISTANCE PROGRAM (CAP)
(CFDA No. 84.161)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Section 112, P.L. 93-112, (29 U.S.C. 732), as amended by P.L. 99-506 (expires September 30, 1991).

Purpose: To establish assistance programs to inform and advise clients and client applicants of all available benefits under the Act and to help any who request assistance in their relationships with projects, programs, and facilities providing services to them under the Act, including assistance to clients or applicants in pursuing legal, administrative, or other appropriate remedies to ensure the protection of their rights under the act. The program also can provide information to the public about the Client Assistance Program and information on the available services under the Rehabilitation Act to any person with disabilities in the State.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1983	$ 1,734,000	1987	$ 7,100,000
1984	6,000,000	1988	7,500,000
1985	6,300,000	1989	7,775,000
1986	6,412,000	1990	7,901,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

In FY 1990, there were 57 grantees, covering all the States, the District of Columbia, Puerto Rico, and the territories eligible for funding.

Services

Services that may be provided under the Client Assistance Program (CAP) are information and referral, and assistance in pursuing legal, administrative, and other available remedies when necessary to ensure the protection of a client or a client applicant's rights under the Rehabilitation Act. The CAP may also provide the cost of travel for a client, client applicant, or attendant in connection with the provision of assistance under this program. In FY 1987, 44,711 persons were served. Of those, 31,133 received information and referral services and 13,578 received more extensive services. In FY 1988, 47,404 individuals were served. Of this total, 34,721 were requests for information and referrals and 12,683 received more extensive services. In FY 1989, 50,333 persons were served. Of those, 38,325 received information or referral services and 12,008 received more extensive services.

Program Administration

Grants are awarded to a public or private agency in the state designated by its Governor to conduct the State's Client Assistance Program. The designated agency must be independent of any agency providing treatment, services, or rehabilitation to individuals under the Rehabilitation Act unless, prior to February 22, 1984, there was an agency in the State that directly carried out a Client Assistance Program under Section 112 and was, at the same time, a grantee under Section 112 or any other section of the Rehabilitation Act.

Improvement Strategies

The Rehabilitation Services Administration (RSA) has developed uniform program monitoring instruments for use by RSA in evaluating performance and activities of the CAP designated agencies. The first instrument is an interview guide used to determine the degree of compliance of the CAP agent with the governor's assurance. The second instrument, a case review guide, is used to determine eligibility of persons receiving services and whether the service provided is authorized under the CAP program. One-third of the CAPs will be monitored each year, and problem areas will be identified so that corrective action and technical assistance can be targeted appropriately.

III. SOURCES OF INFORMATION

1. Evaluation of the Client Assistance Program (Rockville, MD: Professional Management Associates, Inc., September 1986).

2. Program files

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Mark Shoob, (202) 732-1406

Program Studies : Sandra Furey, (202) 401-3630

DISCRETIONARY PROJECT GRANTS FOR TRAINING REHABILITATION PERSONNEL
(CFDA No. 84.129)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended, Title III, Part A, Section 304(a) as amended by P.L. 99-506 (29 U.S.C. 774) (expires September 30, 1991).

Purpose: To support projects to increase the number and improve the skills of personnel trained to provide vocational rehabilitation services to handicapped people.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$24,800,000	1984	$22,000,000
1970	27,700,000	1985	22,000,000
1975	22,200,000	1986	25,838,000
1980	28,500,000	1987	29,550,000
1981	21,675,000	1988	30,000,000
1982	19,200,000	1989	30,500,000
1983	19,200,000	1990	31,110,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The Rehabilitation Act of 1973 requires that Rehabilitation Training funds be targeted to areas of personnel shortages. The Department developed priorities for the allocation of training funds based on an update of the Department's National Survey of Personnel Shortages and Training Needs and regional forums hosted by the Rehabilitation Services Administration. Specialties which were determined to most affect service to clients with severe disabilities included rehabilitation counseling, rehabilitation of the blind, deaf, and mentally ill, job development, supported employment, and vocational evaluation and work adjustment (III.1).

Services

The program supports training, scholarships, and related activities in a broad range of rehabilitation disciplines and areas of professional practice, including long-term training, experimental and innovative training, continuing education, and inservice training. Grants and contracts are awarded to States and public or nonprofit agencies and organizations, including institutions of higher education, to pay all or part of the cost of conducting training programs.

Outcomes

Table 1

Type of Training	Estimated Number of Trainees	Total Grant Awards	Average Federal Cost per Trainee
Long-term	2,154	$20,331,711	$9,417
Experimental and innovative	225	1,604,996	7,133
Continuing education	6,000	4,099,000	683
Inservice	8,360	3,345,661	400
Total	$16,739	$29,381,368 1/	$1,757

1/ Figures do not include costs for interpreter training and peer review expenses. Long-term training figures include postsecondary training but exclude short-term training.

Improvement Strategies

A study of personnel shortages and training needs in vocational rehabilitation programs was completed in 1987 (III.1).

The Rehabilitation Services Administration (RSA), through an outside contractor, collected data on training needs and personnel shortages in the fall of 1988 to update basic data and information collected in the 1987 study. The contractor submitted a draft report to RSA for review. Data and information included in the report were used to adjust FY 1989 funding allocations prior to making grant awards. It is expected that the final report will be available shortly for RSA review and data included in the report will be used to adjust FY 1991 allocations where necessary.

III. SOURCES OF INFORMATION

1. National Assessment of Personnel Shortages and Training Needs in Vocational Rehabilitation (Washington, DC: Pelavin Associates, July 1989).

2. Program Files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Richard P. Melia, (202) 732-1195

Program Studies : Rob Barnes, (202) 401-0325

GRANTS FOR VOCATIONAL REHABILITATION OF SEVERELY HANDICAPPED INDIVIDUALS
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: The Rehabilitation Act of 1973, P.L. 93-112, as amended, Title III, Part B, Sections 311 (a)(1), 311 (d)(1), and 311 (e)(1), as amended, by P.L. 99-506 (29 U.S.C. 777a (a), (d), and (e)) (expires September 30, 1991).

Purpose: To support demonstration projects that develop innovative methods and comprehensive service programs to help individuals with severe handicaps achieve satisfactory vocational adjustments.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$ 1,000,000	1985	14,635,000 1/
1975	1,295,000	1986	27,945,000 2/
1980	9,568,000	1987	25,310,000 3/
1981	9,765,000	1988	26,585,000 4/
1982	8,846,000	1989	27,195,000 5/
1983	9,259,000	1990	42,145,000 6/
1984	11,235,000 1/		

1/ Includes funding for the Spinal Cord Injury program administered by the National Institute on Disability and Rehabilitation Research (NIDRR).

2/ Includes $8,613,000 earmarked for Supported Employment Projects, $5,000,000 for the Spinal Cord Injury program, $718,000 for the South Carolina Comprehensive Rehabilitation Center, and $4,785,000 for the Oregon Hearing Institute.

3/ Includes $9,000,000 for Supported Employment projects, $5,000,000 for the Spinal Cord Injury program, and $450,000 for Model Statewide Transitional Planning Services for Severely Handicapped Youth Projects.

4/ Includes $9,520,000 for Supported Employment projects, $5,000,000 for the Spinal Cord Injury program, and $475,000 for Model Transition projects.

5/ Includes $9,520,000 for Supported Employment projects, $5,000,000 for the Spinal Cord Injury program, and $475,000 for Model Statewide Transitional Planning Services for Severely Handicapped Youth Projects.

6/ Includes $9,876,000 for Supported Employment projects, $5,000,000 for the Spinal Cord Injury program, and $14,814,000 earmarked to establish Comprehensive Head Injury Centers.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of the program is to support projects which help individuals with severe handicaps achieve satisfactory vocational adjustments. As such, it furthers Goal 5 by helping these individuals gain the ability to compete in a global economy and exercise the rights and responsibilities of citizenship.

Population Targeting

Priority was given to the support of projects that would provide services to special disability populations for whom there was an identified need to improve and expand rehabilitation service delivery.

Services

In FY 1990, a total of 79 new projects were initiated, including 2 Supported Employment National Technical Assistance projects, 20 Rehabilitation Technology projects, 34 innovative strategies to promote vocational and independent living rehabilitation outcomes projects, 10 projects designed to improve and expand vocational and other rehabilitation services to individuals with severe disabilities in a variety of areas, and 13 Spinal Cord Injury projects. In FY 1990, a total of 56 continuation projects were funded, including 29 Supported Employment Demonstration projects, and 27 special projects and model demonstrations focused on service delivery to a diverse range of disability populations.

Improvement Strategies

An evaluation of the Special Projects and Demonstrations program was completed in 1988 (III.1). The Rehabilitation Services Administration (RSA), through an outside contractor, evaluated the Title III, Part B Special Projects to identify overall trends and results. Evaluation results indicated that almost one-half of the clients did improve their employment status through participation in a special project.

Recommendations to RSA included the establishment of: a systematic uniform reporting procedure; a directory with project information that can be nationally disseminated; ongoing relationships between special projects and the State Vocational Rehabilitation agencies; project evaluation standards; and a monitoring process to ensure that project evaluation standards are being followed. In addition, it was recommended that State Vocational Rehabilitation agencies should become involved in the planning of the project, along with the dissemination of project techniques and innovation.

Twenty-seven States have received Statewide systems change demonstration grants for the purpose of furthering the development and implementation of supported employment through the Special Demonstrations authority under the Rehabilitation Act. A NIDRR funded-study, "A National Analysis of Supported Employment Growth and Implementation," conducted by the Virginia Commonwealth University and completed in 1990, surveyed all 50 States and the District of Columbia on supported employment participation. The study reported that of the 32,342 individuals in supported employment in FY 1988, approximately 77 percent of these individuals were served by the 27 States which had received system change grants.

III. SOURCES OF INFORMATION

1. Evaluation of Special Rehabilitation Projects and Demonstrations for Severely Disabled Individuals Final Report prepared for U.S. Education Department, Rehabilitation Services Administration, Harold Russell Associates, Inc., Winchester Mass., February 1987.

2. A National Anaysis of Supported Employment Growth and Implementation Virginia Commonwealth University, (Richmond, VA. 1990).

3. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Richard P. Melia, (202) 732-1400

Program Studies : Chris Yanckello, (202) 401-3630

SPECIAL PROJECTS FOR INITIATING RECREATION PROGRAMS FOR HANDICAPPED INDIVIDUALS
(CDFA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Title III, Section 316, P.L. 93-112, as amended by P.L. 99-506 (29 U.S.C. 777f) (expires September 30, 1991).

Purpose: To initiate special programs of recreational activities for individuals with disabilities in order to increase their mobility, socialization, independence, and community integration.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1982	$ 1,884,000	1987	$ 2,330,000
1983	2,000,000	1988	2,470,000
1984	2,000,000	1989	2,620,000
1985	2,100,000	1990	2,588,000
1986	2,105,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The 28 projects initiated in FY 1990 and to be continued through FY 1992 serve an estimated 20,000 persons with disabilities in 18 States.

Services

Projects emphasize integrating individuals with disabilities into community-based activities and programs with non-disabled individuals in both urban and rural settings. Projects also promote independence, socialization, and increased mobility. These projects include activities such as scouting, camping, music, dance, handicrafts, art, physical education, and sports. These projects are primarily conducted at the local and community level by local governments, nonprofit organizations, and colleges and universities.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Edward A. Hofler, (202) 732-1332

Program Studies : Lenore Garcia, (202) 401-3630

REHABILITATION SERVICES--SPECIAL PROJECTS FOR HANDICAPPED MIGRATORY AND SEASONAL FARM WORKERS
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, Section 312, P.L. 93-112, as amended by P.L. 99-506 (29 U.S.C. 777b) (expires September 30, 1991).

Purpose: To provide vocational rehabilitation services to handicapped migratory and seasonal farm workers (MSFWs) and other services to members of their families.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$ 530,000	1985	$ 950,000
1980	1,530,000	1986	957,000
1981	1,325,000	1987	1,058,000
1982	951,000	1988	1,100,000
1983	951,000	1989	1,100,000
1984	950,000	1990	1,086,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

There are at least 280,000 disabled migratory and seasonal farm workers in the labor force, and another 60,000 family members with disabilities nationwide (III.1).

Disabled farm workers served by the projects are very poor. The average family income of disabled MSFWs served in FY 1987 was $2,316 (III.1). Only 30 percent of the Hispanic farm workers regularly spoke English. Seventy-five percent of farm workers over 40 years of age have only a primary school education.

Almost one-third of MSFW disabilities are work-related; 21 percent of the disabled farm workers interviewed were disabled as a result of a work accident. Another 11 percent of those interviewed reported that their disability stemmed from a work-related illness.

Eleven funded projects are located in 10 of the 23 States with the highest numbers of migratory and seasonal farmworkers. Projects do not always cover all parts of the State with large MSFW populations.

Services

Approximately 2,500 migratory and seasonal farm workers with disabilities are served annually and about 500 are rehabilitated. The 11 service projects funded each year provide a variety of rehabilitation services to the MSFW population.

Comprehensive rehabilitation services and culturally relevant counseling are provided by the staff of these projects. Specific services include outreach and diagnostic services, vocational assessment, plan development, physical restoration services, vocational training, and placement and post-placement services. The primary service provided was physical restoration. Many of the vocational programs also included remedial education and English as a Second Language because lack of education and language skills prevent many older MSFWs with disabilities from successfully participating in the training courses that are available.

Program Administration

Programs are administered by the directors of the State Vocational Rehabilitation agencies, who are the only eligible applicants for these grants.

Outcomes

A 1987 Department of Education Study (III.1) examined quality of services provided, participant outcomes, and interagency coordination.

Clients were generally satisfied with services. They reported that the most important benefits were the receipt of medical services and counseling (III.1).

Improvement Strategies

Rehabilitation Services Administration plans to conduct teleconference workshops for Migrant Project Directors in Washington, D.C., in 1991, as recommended by a recent study (III.1) which suggests annual conferences. The study will be used as a basis for conducting the workshops and improving the program at all levels.

III. SOURCES OF INFORMATION

1. Evaluation of the Migrant and Seasonal Farm Workers' Vocational Rehabilitation Service Projects (San Francisco, CA: E.H. White and Company, September 1987).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Edward A. Hofler, (202) 732-1332

Program Studies : Sandra Furey, (202) 401-3630

HELEN KELLER NATIONAL CENTER (HKNC) FOR DEAF-BLIND YOUTHS AND ADULTS
(CFDA No. 84. 128)

I. PROGRAM PROFILE

Legislation: The Rehabilitation Amendments of 1984, P.L. 98-221, Title II (Helen Keller National Center Act), as amended by P.L. 99-506, Title IX (29 U.S.C. 1901-1906) (expires September 30, 1991).

Purpose: To provide comprehensive services for deaf-blind youths and adults.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1972	$ 600,000	1985	$ 4,200,000
1975	2,000,000	1986	4,115,000
1980	2,500,000	1987	4,600,000
1981	3,200,000	1988	4,800,000
1982	3,137,000	1989	4,900,000
1983	3,500,000	1990	4,938,000
1984	4,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Services are targeted exclusively on deaf-blind youths and adults.

Services

In FY 1990, the Helen Keller National Center for Deaf Blind Youths and Adults (HKNC) served 80 clients at its residential facility and provided referral and counseling to another 1,310 deaf-blind persons in their own States and communities through 10 regional offices. Affiliated agencies served an additional 1,925 deaf-blind persons. Additionally, 156 persons participated in training seminars in the headquarters facility, and conferences were conducted throughout the Nation for a total of 2,420 participants.

Outcomes

At the beginning of FY 1990, there were 39 clients participating in the headquarters program. In the course of the fiscal year an additional 41 clients entered the program. During the same time period 45 clients completed training. Of these 45 clients, 25 clients were successfully placed in employment, and 34 were assisted in finding an appropriate residential program. Seven clients entered a school program and four left the program for other reasons. Comparable information for the 3,235 deaf-blind persons served through regional field services and affiliated agencies in 1990 is not presently available.

Improvement Strategies

The HKNC continues expanding its quality assurance system which enables the Center to improve services to deaf-blind and multihandicapped deaf-blind persons by developing goals and objectives for each client, to be expressed in measurable and observable terms. Additionally, the Center is expanding the involvement of the community as a training site.

A survey was conducted to identify improved outcome measures and was completed June 30, 1990. The final results are now available.

III. SOURCES OF INFORMATION

1. FY 1989 Annual Report of the Helen Keller National Center.
2. Evaluation of the Helen Keller National Center for Deaf-Blind Youths and Adults (Washington, DC: Associate Control, Research and Analysis Inc., August 1988).

IV. PLANNED STUDIES

The HKNC Act requires that the Secretary of Education annually evaluate the HKNC's activities. The Department uses special evaluation instruments developed under contract to assess the HKNC.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Chet Avery, (202) 732-1316

Program Studies : Rob Barnes, (202) 401-3630

PROJECTS WITH INDUSTRY PROGRAM (PWI)
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part B, Section 621, as amended by P.L. 99-506 (29 U.S.C. 795g) (expires September 30, 1991).

Purpose: This is a Federal government/private industry partnership initiative in which corporations, labor organizations, trade associations, foundations, State vocational rehabilitation agencies, and volunteer agencies work with the rehabilitation community in order to (1) create and expand job opportunities in the competitive labor market; (2) provide job training in realistic work settings; and (3) provide support services to enhance the pre- and post-employment success of individuals with handicaps.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 900,000	1985	14,400,000
1975	1,000,000	1986	14,547,000
1980	5,500,000	1987	16,070,000
1981	5,250,000	1988	17,000,000
1982	7,510,000	1989	17,350,000
1983	13,000,000	1990	18,765,000
1984	13,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of this program is to expand job opportunities for individuals with handicaps. As such, it furthers Goal 5 by enhancing the pre- and post-employment success of individuals with handicaps, thus allowing them to compete in the global economy and exercize the rights and responsibilities of citizenship.

Services

Services available to disabled clients vary from project to project depending on the population served and type of project. Services generally include intake and evaluation, prevocational counseling, training to enhance job-seeking skills, vocational training, job development, and job placement. Services to employers could include job site modification, equipment modification, and employee recruitment.

Nearly 5,000 business persons and rehabilitation professionals donate time to Projects With Industry (PWI) by serving on project advisory committees. Approximately 16,400 people were served by 106 of the 12 continuations projects funded in FY 1990.

Program Administration

Each project is required by law to have a Business Advisory Council (BAC) composed of representatives from private industry, business, and organized labor. Each BAC is to become involved in the management of the project by identifying job availability in the community, identifying the skills necessary to fill the identified jobs, and developing and/or initiating training programs tailored to their need.

Outcomes

A 1985 study (III.2) reported the following findings:

o Many PWI clients are making the transition to stable, competitive employment, indicating general PWI program success.

o The relatively low cost per PWI placement indicates that goals are being met efficiently.

Improvement Strategies

The FY 1986 amendments to the Rehabilitation Act required improved distribution of PWI projects, development of indicators for program and project assessment, and technical assistance to PWI projects and potential grantees. In FY 1990 priority was given to project applicants proposing to serve geographic areas among the States that were currently not served or underserved by PWI. Mandated site visits began in FY 1989 and will continue through FY 1991. One-third of the (36) total PWI projects funded in 1987 will be site-visited from FY 1989 through 1991; 15 site visits were conducted in FY 1990.

In accordance with the 1986 Amendments to the Rehabilitation Act, indicators have been developed to determine the extent that each grantee is in compliance with the evaluation standards previously developed for this program. Following initial pretesting and public comment, the final regulations were published in the August 31, 1989 Federal Register. The indicators were used to make decisions about continuation funding for FY 1991.

III. SOURCES OF INFORMATION

1. Assessment of the Projects with Industry Program (Washington, DC: Advanced Technology, Inc., April 1983).

2. Evaluation of the Projects with Industry (PWI) Program (Washington, DC: Policy Studies Associates, Inc., January 1986).

3. Compliance Indicators for Projects with Industry Program.

4. **Program files.**

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Thomas Finch, (202) 732-1396

Program Studies : Chris Yanckello, (202) 401-3630

CENTERS FOR INDEPENDENT LIVING (CIL)
(CFDA No. 84.132)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, as amended by Section 711 of P.L. 99-506 (29 U.S.C. 796e) (expires September 30, 1991).

Purpose: To establish and operate Centers for Independent Living (CILs) and provide independent living services to persons with severe disabilities, that will help them to function more independently in family and community settings or to secure and maintain appropriate employment.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1979	$ 2,000,000	1985	$22,000,000
1980	15,000,000	1986	22,011,000
1981	18,000,000	1987	24,320,000
1982	17,280,000	1988	25,500,000
1983	19,400,000	1989	26,000,000
1984	19,400,000	1990	26,666,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of this program is to establish and operate Independent Living Services for individuals with severe disabilities. As such, it furthers Goal 5 by helping these individuals function independently in community settings, and in exercizing their rights and responsibilties of citizenship.

Population Targeting

Centers for Independent Living provide diverse services to persons with a variety of severe disabilities. More than 75,000 persons with disabilities have been served by (CILs) funded under this authority. If CILs are not serving only individuals with severe disabilities with Title VII funds, they are not in compliance with the law.

In FY 1990, 140 continuation grants were awarded through 97 grantees for the operation of 202 CILs, and 10 branches or satellites.

Services

Centers for Independent Living devote a significant amount of their resources to advocacy, peer counseling, and training to develop independent living skills. The array of additional services available from centers includes "personal care attendant" training and management, housing modification, technical assistance to create accessible community programs, interpreter services and sign language classes, transitional programs for high school students with severe disabilities, and social skill and job readiness training. CILs are providing services in response to community needs of consumers with severe disabilities who are homeless. The CILs teach medical and nursing students about the independent living movement to enhance the quality of medical care and eliminate bias in the medical profession. They are also developing cooperative home ownership opportunities among persons with severe disabilities, and serving as plaintiffs in litigation to gain accessible transportation and housing.

Program Administration

All centers are required to have a governing board comprised of a majority (51 percent) of persons with disabilities. This is a condition for receipt of Part B funds. All projects are monitored to ensure project compliance with this requirement.

Improvement Strategies

The 1986 Amendments required that indicators of minimum compliance be developed pursuant to the evaluation standards developed for Centers for Independent Living. The Independent Living Indicators were developed and submitted to the Secretary of Education for review and approval. The indicator package was sent forward to OMB for review and approval. At present the department is responding to OMB comments on the package. Beginning in FY 1990, and continuing through FY 1991 site visits will be conducted at one-third of the CILs. The evaluation standards, continuing grant applications, and proposed compliance indicators will be used to determine the performance of individual centers.

III. SOURCES OF INFORMATION

1. Comprehensive Evaluation of the Title VII, Part B of the Rehabilitation Act of 1973 (as amended), Centers for Independent Living Program (Berkeley, CA: Berkeley Planning Associates, May 1986).

2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Deidre Davis, (202) 732-1326

Program Studies : Chris Yanckello, (202) 401-3630

VOCATIONAL REHABILITATION SERVICES FOR HANDICAPPED AMERICAN INDIANS
(CFDA No. 84.128)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title I, Section 130, as amended by P.L. 99-506 (29 U.S.C. 750) (expires September 30, 1991).

Purpose: The purpose of this program is to support projects that provide vocational rehabilitation services to handicapped American Indians who live on Federal or State reservations.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1981	$ 650,000	1986	$ 1,340,000
1982	624,000	1987	3,202,500
1983	650,000	1988	3,448,750
1984	715,000	1989	3,625,750
1985	1,430,000	1990	3,821,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The 14 Vocational Rehabilitation Service projects for handicapped American Indians (of which 10 are continuations and 4 are new) are directed by the tribes that received grants from the Rehabilitation Services Administration (RSA). The tribes serve Indians who live on Federal or State reservations and are expected to provide services similar to those provided under the Vocational Rehabilitation State Grant program.

Services

The 14 Vocational Rehabilitation Service projects for handicapped American Indians provide comprehensive rehabilitation services, including diagnostic services, vocational assessment, plan development, restoration, vocational training, placement, and postemployment support. Individual projects also conduct outreach activities designed to acquaint potential clients with the range of services available. Approximately 3,350 disabled American Indians were served with FY 1990 funds.

Program Administration

RSA provides grant funds to projects and also monitors the projects. The governing bodies of the tribes provide rehabilitation services directly or contract for delivery of services. Under the basic support program, State vocational rehabilitation agencies also provide vocational rehabilitation services to American Indians in the same manner as to all other clients. The agencies are required to submit a rehabilitation plan that includes addressing the rehabilitation needs of American Indians, to RSA Regional Offices for approval.

Improvement Strategies

Now that States are required to address the rehabilitation needs of American Indians in their State plans, using increased program resources, RSA regional staff will be better able to assist with the delivery of rehabilitation services to American Indians, working together with tribal groups, and State and local agencies. Additional improvement strategies, recommended in a recent study (III.1), include augmenting transitional services for handicapped high school students and working with tribal economic development councils to develop jobs for disabled American Indians.

III. SOURCES OF INFORMATION

1. Study of the Special Problems and Needs of American Indians with Handicaps Both On and Off the Reservation (Flagstaff, AZ: Native American Research and Training Center, Northern Arizona University, November 1987).

2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Edward A. Hofler, (202) 732-1332

Program Studies : Rob Barnes, (202) 401-3630

INDEPENDENT LIVING SERVICES FOR OLDER BLIND INDIVIDUALS
(CFDA No. 84.177)

I. PROGRAM PROFILE

Legislation: Section 721 of the Rehabilitation Act of 1973, P.L. 93-112, as amended by Section 721 of the P.L. 99-506 (29 U.S.C. 796f) (expires September 30, 1991).

Purpose: To provide independent living services for blind persons age 55 years or older, to correct their blindness or visual impairment, or to help them adjust to blindness so that they may live more independently in their homes and communities.

Funding History

Fiscal Year	Appropriation
1986	$4,785,000
1987	5,290,000
1988	5,600,000
1989	5,700,000
1990	5,829,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Blind or severely visually impaired individuals age 55 or older whose blindness or severe visual impairment makes gainful employment extremely difficult and who are in need of independent living skills to prevent institutionalization or enhance their capability to live independently within the community or family.

Services

Independent living services for older blind persons include any services that will assist such persons, as defined in Section 721(d) of the Rehabilitation Act, to correct blindness or visual impairment, or to adjust to blindness by becoming more able to care for individual needs: outreach, eyeglasses, other vision aids, guide services, transportation, orientation and mobility services, reader services, and other services for independent functioning in the home and community. In addition to these statutory services, the program also provides information and referral, housing relocation, peer counseling, and adaptive skills training.

Program Administration

The State unit designated to provide rehabilitation services to blind persons is the eligible agency under this program. Each designated State unit may either directly provide independent living services under this program or make subgrants to other public agencies or private, nonprofit organizations to provide these services.

This program was authorized by the 1978 Amendments to the Rehabilitation Act. The Rehabilitation Services Administration awarded 24 grants in 1986; 26 one-year grants in 1987; 28 three-year grants in 1988. These 28 grants will terminate on September 30, 1991. There is a competition underway for 1991 grants.

Improvement Strategies

Final regulations for this program were published in the Federal Register on July 15, 1988, and became effective September 16, 1988. The regulations provide that the only eligible applicant is any designated State unit authorized to provide rehabilitation services to blind persons. Selection criteria included in these regulations encourage applicants to include older blind persons in the planning of program activities.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Yvonne Neal, (202) 732-1410

Program Studies : Chris Yanckello, (202) 401-3630

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COMPREHENSIVE SERVICES FOR INDEPENDENT LIVING
(CFDA No. 84.169)

I. PROGRAM PROFILE

Legislation: Section 701-706 of the Rehabilitation Act of 1973, P.L. 93-112, as amended by P.L. 99-506 (29 U.S.C. 796-796d-1) (expires September 30, 1991).

Purpose: The State Independent Living Rehabilitation Services program authorizes grants to designated State units, as defined in 34 CFR 361.1, to provide comprehensive services for independent living to persons whose disabilities are so severe that they do not now have the potential for employment, but may benefit from vocational rehabilitation services that will enable them to live and function independently. The program may also serve individuals who require independent living services to improve their ability to engage in or continue in employment.

Funding History

Fiscal Year	Appropriation
1985	$ 5,000,000
1986	10,527,000
1987	11,830,000
1988	12,310,000
1989	12,678,000
1990	12,938,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of this program is to aid severely disabled individuals in obtaining skills for employment. As such, it furthers Goal 5 by enhancing the ability of such individuals to compete in the global economy and furthering their ability to excersize the rights and responsibilities at citizenship.

Population Targeting

In FY 1990, funds under this program were distributed to 78 State agencies. The total number of active cases for persons served under this program was approximately 17,283 for FY 1989. The major disability categories of persons served were orthopedic impairments, including spinal cord injuries and amputations (40 percent), blindness and other visual impairments (31 percent), and hearing impairments (9 percent).

Services

Under Part A of Title VII of the Rehabilitation Act, the designated State unit may offer appropriate comprehensive services for independent living as specified under Section 702(b) and Title I of the Rehabilitation Act.

In its State Plan for Independent Living Rehabilitation Services, the designated State unit identifies those services it chooses to provide to persons with severe disabilities. The designated State unit conducts studies of the independent living rehabilitation service needs of persons with severe disabilities within the State to plan for and improve future independent living services. Decisions regarding the services provided to a person with severe disabilities are based on an individualized written rehabilitation program developed with the person.

Program Administration

The designated State unit administers the State's Independent Living Rehabilitation Services program. The State must use at least 20 percent of the funds provided through this program to make grants to local public agencies and private nonprofit organizations for the conduct of independent living services, unless the State submits evidence that it cannot feasibly grant 20 percent of the funds it receives to local public agencies and private nonprofit organizations.

Improvement Strategies

The Rehabilitation Services Administration (RSA) developed a case review system for this program; the system is based on the established case review system used for the vocational rehabilitation program under Title I of the Rehabilitation Act. In 1990, RSA also developed a State plan review guide for the purpose of monitoring State agency performance and State agency compliance with applicable laws and regulations. The effectiveness of the new review system, and the State plan review guide have yet to be determined.

III. SOURCES OF INFORMATION

1. State Plan for Independent Living Rehabilitation Services.
2. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Dora Teimouri, (202) 732-1397

Program Studies : Chris Yanckello, (202) 401-3630

SUPPORTED EMPLOYMENT SERVICES FOR INDIVIDUALS WITH SEVERE HANDICAPS
(CFDA 84.187)

I. PROGRAM PROFILE

Legislation: Rehabilitation Act of 1973, P.L. 93-112, Title VI, Part C, as amended by P.L. 99-506, Sections 631-638 (U.S.C. 795 j-g) (expires September 30, 1991).

Purpose: The State Supported Employment Services program authorizes formula grants (supplementary to grants for vocational rehabilitation services under Title I) to help States develop collaborative programs with appropriate public agencies and private nonprofit organizations for training and traditionally time-limited post-employment services leading to supported employment for persons with severe handicaps.

Funding History

Fiscal Year	Appropriation
1987	$ 25,000,000
1988	25,935,000
1989	27,227,000
1990	27,630,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program addresses goal 5 by helping ensure that disabled individuals are able to acquire the knowledge and skills necessary for productive employment and citizenship.

Population Targeting

The State Supported Employment Services program, administered through designated State units, provides services to individuals with severe handicaps to aid them toward the rehabilitation goal of supported employment. The purpose of the program is to help persons with severe disabilities who may have been thought to be too disabled to benefit from vocational rehabilitation to achieve vocational outcomes.

Services

Services authorized under Title VI, Part C are limited to training and traditionally time-limited post-employment services leading to supported employment. Extended services are provided by State agencies and private organizations as specified under Section 634 (b) (4), and other sources. Decisions regarding services to be provided to an individual with severe handicaps are based on an individualized written rehabilitation program developed for that person.

Outcomes

Supported employment data elements have been added to the Vocational Rehabilitation (VR) Case Services Report System to collect information from State VR agencies on 1990 closed cases. Current information on supported employment is available through a study conducted by Virginia Commonwealth University (VCU) on all 50 States and the District of Columbia. VCU surveyed all States, analyzed their data on supported employment, and assessed the impact of supported employment.

From this study and subsequent updates, the most significant outcome data suggest:

- Almost 52,000 individuals were served in supported employment programs through FY 1989.
- The average annual cost per client for supported employment models ranged from $5,008 to $5,244.
- The average hourly wage for participants in supported employment was $3.13.

Improvement Strategies

The Rehabilitation Services Administration (RSA) is testing a case review system for Title VI, Part C, which is part of a case review system for the Vocational Rehabilitation program under Title I of the Rehabilitation Act. RSA has developed a supplement to the State Program Review Guide for Title I which will address supported employment services and will be used for monitoring State agency performance.

III. SOURCES OF INFORMATION

1. State Plan Supplement for the Supported Employment Services Program.
2. The Annual Report to Congress for Fiscal Year 1989 on Supported Employment Activities under Section 311(d) of the Rehabilitation Act, September 1990.
3. Program files.

IV. PLANNED STUDIES

The National Institute on Disability and Rehabilitation Research (NIDRR) is continuing to study supported employment programs to determine what strategies the States have employed in developing a Statewide system of supported employment; to further identify long-term financial support available to the program; and to determine the number of persons served, cost of services, and the employment history of those served.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Isbister, (202) 732-1297

Program Studies : Lenore Garcia, (202) 401-3630

SPECIAL INSTITUTIONS FOR THE HANDICAPPED

A. American Printing House for the Blind (APH)
(CFDA No. 84.998)

I. PROGRAM PROFILE

Legislation: Act to Promote the Education of the Blind of March 3, 1879 (20 U.S.C 101 et seq.) (no expiration date).

Purpose: To provide good quality educational materials to legally blind persons enrolled in educational or vocational training programs below the college level. Materials are manufactured and made available free of charge to schools and States through proportional allotments based on the number of blind students in each State.

Funding History 1/

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1965	$ 865,000	1984	$5,000,000
1970	1,404,000	1985	5,500,000
1975	1,967,000	1986	5,263,000
1980	4,349,000	1987	5,500,000
1981	4,921,000	1988	5,266,000
1982	5,000,000	1989	5,335,000
1983	5,000,000	1990	5,663,000

1/ Excludes a permanent appropriation of $10,000 for all years; reflects enacted supplementals, recissions, and reappropriation.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The American Printing House for the Blind (APH) supports the goal of providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

Population Targeting

To be eligible for services, a student who is blind must be enrolled in an educational or vocational training program below the college level, of 20 hours or more per week. APH estimated that 30 percent of those served in 1990 were visual readers, 17 percent auditory readers, 10 percent braille readers, 12 percent prereaders, and 31 percent non-readers. Of the students counted in the annual census conducted by APH, 83 percent were enrolled in public schools, 3 percent in rehabilitation programs, and 5 percent in programs for the multiple handicapped.

Services

APH maintains an extensive inventory of special educational materials for the blind. These include text materials in braille, large type, and recorded form; and special tools, teaching aides, microcomputer hardware and software, and supplies not available on a commercial basis. APH visits approximately 20 agencies or programs each year to inform administrators and teachers about available materials. In addition, APH conducts basic and applied research to develop new educational materials for use in educating students who are blind.

Program Administration

The Act to Promote the Education of the Blind, as amended, authorized the Federal government to provide an appropriation to APH to manufacture and distribute special educational materials free of charge to school and programs serving students who are blind, enrolled in education or vocational training programs below the college level. APH has two advisory committees: one establishes the need for new publications and the second oversees research and development. The funds provided under this Act represent approximately 42 percent of APH's total budget. Materials are available to each State and territory in proportion to their share of the total national enrollment of students who are blind. This enrollment is determined by an annual census administered by APH.

Outcomes

The American Printing House for the Blind served 46,484 students in FY 1990, an increase of 1,663 above the 1989 level of 44,821 students. Examples of material developed in 1990 include:

- Curriculum Materials for Young Multihandicapped Students
- Aides for Assessment of Visual Efficiency
- Portable Lightbox Programs for Near Distance Activities
- Linguistic Analysis of American Literacy Braille, Grade 2
- Texttalker & Texttalker GS Improvements
- APH Pocket Braille Enhancement
- High Interest and Low Vocabulary Software
- Sensory Stimulation Kit

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Improvement Strategies

A Xerox management system has been implemented and provides forecasting information necessary to adjust work processes to maximize resources in a cost effective manner. APH continues to build and purchase machinery to eliminate labor intensive work tasks. A dual vacuum form machine and a cassette loader were built in-house this past year.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

The Department of Education initiated a study of the American Printing House for the Blind and the provision of educational materials for the blind in October 1989. The purpose of the study is to obtain data on the operations of the Federal quota program, the effect of the program on the education of persons who are visually impaired, and the context under which it operates.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Richard Johnson, (202) 732-1203

Program Studies : Audrey Pendleton, (202) 401-3630

B. National Technical Institute for the Deaf (NTID)

(CFDA No. 84.998)

I. PROGRAM PROFILE

Legislation: The National Technical Institute for the Deaf Act, P.L. 89-36; repealed and replaced by the Education of the Deaf Act, P.L. 99-371, Title IV (20 U.S.C. 4301 et seq.) (expires September 30 1991).

Purpose: To promote the employment of people who are deaf or hard-of-hearing by providing technical and professional education for the Nation's youth who are deaf or hard-of-hearing. The National Technical Institute of the Deaf (NTID) also conducts applied research and offers training in occupational and employment-related aspects of hearing loss, including communication assessment and instruction, and education and cognition.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 2,851,000	1984	$28,000,000
1975	9,819,000 1/	1985	31,400,000 3/
1980	17,349,000 2/	1986	30,624,000
1981	20,305,000	1987	32,000,000
1982	26,300,000	1988	31,594,000
1983	26,300,000	1990	36,070,000 4/5/

1/ Includes $1,981,000 for construction.
2/ Includes $2,729,000 for construction.
3/ Includes $1,400,000 for construction.
4/ Includes $ 476,000 for construction.
5/ Includes $ 888,000 for consortium.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The National Technical Institute for the Deaf (NTID) supports the goal of providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

Population Targeting

NTID provides a residential higher educational facility for the postsecondary technical training and education of the Nation's young people who are deaf or hard-of-hearing. NTID serves students with an average hearing loss of 92 decibels. In FY 1990, a total of 1,100 students were enrolled, of whom 860 were in technical fields and 240 in professional disciplines. In addition, NTID estimates that about 350 persons participated in programs of the National Center on Employment of the Deaf.

Services

NTID offers a variety of technical programs at the certificate, diploma, and associates degree levels, including majors in business, engineering, science, and visual communications. These programs are supplemented by support services and special programs such as tutoring, note-taking, interpreting, special educational media, cooperative work experience, and job placement. In addition, NTID conducts applied research and provides training in occupational and employment-related aspects of hearing loss, communication assessment, and educational techniques to professionals in the field of deafness and hearing loss and others working with or for people who are deaf or hard-of-hearing.

Program Administration

The Department of Education contracts with the Rochester Institute of Technology (RIT) to provide the facilities and core services necessary to operate NTID. NTID is one of eight colleges at RIT, all of which are open to NTID students seeking course work beyond that offered by NTID, or degrees beyond the associate degree level. NTID receives a Federal subsidy to provide educational programs for Americans who are deaf or hard-of-hearing. The Federal appropriation represents approximately 83 percent of NTID's total budget.

Outcomes

NTID awarded degrees to 200 students in FY 1990. Approximately 100 publications developed at NTID are available for distribution to the public.

Improvement Strategies

The Education of the Deaf Act of 1986 significantly expanded the monitoring and evaluation responsibilities of the Secretary of Education over NTID. The Department of Education is working with NTID to contain expenditures and to increase non-Federal revenues while preserving the quality and availability of programs. NTID plans to continue to increase affirmative action and equal employment opportunities in response to criticism from Congress. An updated affirmative action policy has been prepared and is being implemented.

III. SOURCES OF INFORMATION

1. Educating Students at Gallaudet and the National Institute for the Deaf (March 22, 1985, General Accounting Office (GAO)/HRD 85-34).

2. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools (February 14, 1986, GAO/HRD-86-64BR).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Richard Johnson, (202) 732-1203

Program Studies : Audrey Pendleton, (202) 401-3630

C. Gallaudet University
(CFDA No. 84.998)

I. PROGRAM PROFILE

Legislation: P.L. 83-420, 89-694, and 91-587 were repealed and replaced by the Education of the Deaf Act of 1986, P.L. 99-371 (20 U.S. C. 4301 et seq.) (expires September 30, 1991).

Purpose: To provide elementary, secondary, college preparatory, undergraduate, continuing education programs for persons who are deaf or hard-of-hearing, and graduate programs relating to deafness for both hearing and deaf persons; to conduct basic and applied research on deafness; and to offer public service programs to persons who are deaf or hard-of-hearing and to the professionals who work with them.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 6,400,000 1/	1984	$56,000,000
1975	35,595,000 2/	1985	58,700,000
1980	48,768,000 3/	1986	59,334,000
1981	49,768,000 4/	1987	62,000,000
1982	52,000,000 5/	1988	65,998,000
1983	52,000,000	1990	67,643,000

1/ Includes $1,218,000 for construction.
2/ Includes $18,213,000 for construction.
3/ Includes $10,730,000 for construction.
4/ Includes $6,594,000 for construction.
5/ Includes $1,600,000 for construction.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Programs at Gallaudet Unversity support the national achievement goals (Goal 3 and 4) and the goal of providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

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Population Targeting

Programs at Gallaudet University primarily serve persons who are deaf or hard-of-hearing. A study by the General Accounting Office (GAO) (III.1) found that 89 percent of entering students had a hearing loss of 70 decibels or greater and that 64 percent had profound hearing losses of 90 decibels or greater. During FY 1990, Gallaudet enrolled 2,373 preparatory, undergraduate, special, and graduate students. Two Federally-funded precollege programs at Gallaudet University are the Model Secondary School for Deaf, which enrolled 315 secondary students, including 45 students in the Post-secondary Enrichment program, and the Kendall Demonstration Elementary School, which enrolled 194 elementary school students. Gallaudet University also served an estimated 62,000 persons through outreach programs and product dissemination and provided 45,000 hours of student support services.

Hearing students are admitted to graduate and outreach programs, including a new master's degree program in interpreting.

Services

Gallaudet University, which is a private, nonprofit educational institution, provides a wide range of educational opportunities for persons who are deaf or hard-of-hearing from the elementary to postsecondary levels, including graduate programs in fields related to deafness for students who are deaf, hard-of-hearing, and hearing. It conducts a wide variety of basic and applied research, and provides public service programs for persons who are deaf or hard-of-hearing and to professionals who work with persons who are deaf or hard-of-hearing. In addition, its support programs provide services in educational technology, social services, family education, speech, audiology, student counseling, educational assessment, occupational therapy, medical services, and evaluation.

Program Administration

The Federal government provides 100 percent of funding for precollege programs and approximately 63 percent of funding for the college-level and outreach programs. The programs are authorized by the Education of the Deaf Act of 1986 which also significantly expanded the monitoring and evaluation responsibilities of the Secretary of Education over Gallaudet University's educational programs and activities and administrative's operation. The operation of the institution is under the direction and control of a Board of Trustees.

Improvement Strategies

The Department of Education is working with the University to control expenditures and increase non-Federal revenues while preserving the quality and availability of the program. In 1987, the GAO recommended that Gallaudet University separately report and account for school operations and research projects, and revaluate its strategy for marketing precollege materials. Gallaudet University is responding to these recommendations.

III. SOURCES OF INFORMATION

1. Educating Students at Gallaudet and the National Institute for the Deaf (March 22, 1985, General Accounting Office (GAO)/HRD).
2. Deaf Education: Cost and Student Characteristics at Federally Assisted Schools (February 14, 1986, GAO/HRD-86-64BR).
3. Deaf Education: The National Mission of Gallaudet's Elementary and Secondary Schools (September 30, 1987, GAO/HRD-87-133).

IV. PLANNED STUDIES

A planning study is being conducted to assist the Department in drafting guidelines for a programmatic review of Gallaudet University programs. As part of this study a panel of experts in deafness, higher education, and program evaluation met and made recommendations regarding priorities for evaluating postsecondary educational opportunities for persons who are deaf.

A study is under way at the Model Secondary School for the Deaf and Kendall Demonstration Elementary School to examine the relationship and to compare the cost of services provided by the schools with those of State or private programs.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Richard Johnson, (202) 732-1303

Program Studies : Audrey Pendleton, (202) 401-3630

TECHNOLOGY-RELATED ASSISTANCE
(CFDA Nos. 84.224 and 84.231)

I. PROGRAM PROFILE

Legislation: Technology-Related Services for Individuals with Disabilities Act of 1988, P.L. 100-407, Title I (U.S.C. 2201-2217)(expires September 30, 1993).

Purpose: The Technology Assistance program authorizes support for a variety of activities intended to enhance the ability of individuals of all ages with disabilities to obtain assistive devices and services. Major advances in technology have resulted in devices that can provide critical help to disabled persons, but the devices and help in learning to use them, and continued support are not always easily available or even known about.

The activities authorized are intended to:

- Increase public and government awareness of the needs of individuals with disabilities for assistive technology devices and services.
- Increase the availability of assistive devices and services, including helping States review or establish policies and procedures that may help ensure the availability of assistive devices; increasing funding for the devices and revising policies that impede device availability; building State and local capability to provide them; and improving coordination among public and private agencies.
- Increase the awareness and knowledge of the efficacy of assistive technology among persons with disabilities, their families, professionals who work with the disabled, employers, and other appropriate people.

Funding History:

Fiscal Year	Appropriation
1989	$5,150,000
1990	14,814,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The population that receives services under this legislative authority includes a wide variety of persons with disabilities for whom assistive technology can help with tasks in daily life, in school and training programs, and at the workplace.

In addition, this program is also aimed at improving the knowledge and cooperation of persons who may work with or serve persons with disabilities, including staff of appropriate agencies and organizations, employers, family members, and others.

Services

Two main types of awards are made under this program: (1) discretionary grants to State agencies to develop comprehensive State programs that coordinate or directly serve persons needing assistive technology; and (2) demonstration and innovation grants to private or nonprofit agencies.

Grants to States for Technology Assistance. This program provides for competitive discretionary grants to States to establish Statewide programs of technology-related assistance.

The State projects may carry out a wide variety of activities, depending on the particular needs in the State, including: identifying the number and needs of persons with disabilities for assistive technology; identifying and coordinating resources for services and devices; directly providing devices and services to those who need them; information dissemination and public awareness; training and technical assistance; assistance to Statewide and community-based organizations; partnerships and cooperative initiatives; improving staff qualifications; compilation and evaluation of data; and establishing procedures for involving concerned citizens.

FY 1989 funds totaling $4.65 million were awarded to nine States for technology assistance programs in August 1989. FY 1990 grants totaling $12.2 million were made to 23 States for this program.

Progress reports by the first nine States to receive awards indicated that the States all implemented some similar activities. All nine States developed State-wide networks of information and referral, established sites for evaluation and training on assistive devices, and implemented public awareness campaigns.

The projects have resulted in models of service delivery and support activities which can be adopted by other States and communities. For example:

- Utah established assistive technology service centers in five sites throughout the State. Each of these centers assesses more than 300 clients a year.

- Maine established an interactive cable television program which reached homes, offices, and classrooms throughout the State.

- Illinois set up a "store-front" information center and office in the State capitol.

- Minnesota sponsored consumer forums throughout the State to learn from consumers what their needs were.

- Colorado funded five "Assistive Technology Teams" through a competitive process. The teams are multidisciplinary, with individuals experienced in service delivery who meet with consumers and their families across the State on a regular basis. Colorado also funded a study to find out what programs already exist that will help with the costs of assistive technology and what barriers exist for access to these programs or to establishing programs.

Demonstration and Innovation Grants. This program provides for awards to private agencies and organizations to operate model projects for delivering assistive technology and services; research; development; and income-contingent loan projects. In FY 1990, the first year of operation for this program, 10 innovation projects were funded in private agencies for a total of $1.5 million.

Types of activities funded included:

Improved service delivery models. These programs will develop model programs for improving the use and availability of assistive technology. Project activities range widely, including a mentoring strategy model, a model focused on the needs of visually impaired persons, a model focused on the needs of people with mental retardation, and a model for providing assistive technology that helps with employment.

(Four grantees: United Cerebral Palsy Association, Inc., Sensory Aids Foundation, Seaside Education Associates, Inc., and Handi-Soft Foundation, Inc.)

Research and development. Two of the three grants in this area focus on computers -- one to enhance the use of computers by disabled persons through improved speech recognition technology and one to develop model data base software for service delivery that will be in the public domain. The third will develop an improved lift-system for trains. (Three grantees: Tufts University School of Medicine, University of Wisconsin Foundation, and AMTRAK, Inc.)

Model income-contingent loan programs. These programs will develop models for providing low interest or no interest loans to persons with disabilities or their families for purchasing assistive technology devices and services. (Three grantees: National Easter Seal Society, American Foundation for the Blind and Alpha One in a joint project, and Center for Independent Living)

Program Administration

All awards are competitive, with the exception of one legislatively-directed award to the National Council on Disability (formerly the National Council on the Handicapped).

For the State grant program, the grants may last up to three years. States may apply for an additional two years of funding if the Secretary of Education determines that the State made significant progress during the first grant.

The Governor must designate a lead agency that applies for the State grant funding and coordinates with other appropriate agencies in the State. Lead agencies have included State vocational rehabilitation agencies, State education agencies, universities, health and human service agencies, and governors' councils.

The innovation and demonstration grants may only go to non-profit or profit organizations. This excludes government organizations such as State or local education agencies and organizations that are publicly funded, such as State universities and colleges. Private colleges and universities and other private organizations such as university foundations may apply.

Improvement Strategies

The Secretary of Education is required to develop an information system providing quantitative and qualitative data on the program's impact. In 1990, a three-year technical assistance contract was awarded to The Association for the Advancement of Rehabitative and Assistive Technologies (RESNA) to provide help to the State projects in implementing their grants and to work with them in developing the information system. The contractor will provide help in developing plans, provide information on assistive technology services, and arrange for or recommend consultants in specific fields. The contractor is also coordinating self-evaluations by the grantees.

A new program will be funded in FY 1991 that will support training and public awareness activities. For this program, in preparation for developing regulations and program priorities, the Department's National Institute on Disability and Rehabilitation Research conducted public hearings in September 1990.

One study was funded in FY 1990 to develop information needed for future planning:

- A study of the feasibility and desirability of establishing a national information and program referral network. This study will evaluate the services currently available that provide information on assistive technology, conduct a consumers' needs assessment, and identify barriers to effective services. (Center for Developmental Disabilities)

Also in FY 1990, a study of Federal, State, local, and private financing of assistive technology devices and services was awarded to the National Council on Disability, as mandated by legislation.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

In FY 1991, a national evaluation study will be started that will assess the effects of the State grant program.

V. CONTACTS FOR FURTHER INFORMATION

Program operations: Betty Jo Berland, (202) 732-1139

Program studies : Nancy Rhett, (202) 401-3630

OFFICE OF VOCATIONAL AND ADULT EDUCATION

VOCATIONAL EDUCATION--BASIC GRANTS TO STATES
(CFDA No. 84.048)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act (P.L. 98-524), as amended, Title II, Part A (20 U.S.C. 2331-2334) and Title II, Part B (20 U.S.C. 2341-2342). Now the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301) (expires September 30, 1995).

Purposes: To help States and outlying areas to ensure equal opportunity in vocational education for traditionally underserved populations, and to improve the quality of vocational education programs to give the Nation's work force the marketable skills needed to improve productivity and promote economic growth.

Funding History

Fiscal Year 1/	Appropriation 1/	Fiscal Year	Appropriation
1965	$ 168,607,000	1984	$ 666,628,758
1970	342,747,000	1985	777,633,429
1975	494,488,000	1986	743,965,099
1980	719,244,000	1987	809,507,974
1981	637,315,000	1988	798,665,863
1982	587,736,648	1989	825,600,408
1983	657,902,000	1990	844,429,254

1/ These amounts include funds provided to the States each year under the Smith-Hughes Act's permanent appropriation. For FY 1976 through FY 1984, the amounts represent funds for the Basic Grants program and the Program Improvement and Supportive Services program under P.L. 94-482. For FY 1985 through FY 1990, the amounts represent the Basic Grant under P.L. 98-524.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The activities carried out in Basic Grants to States support the goal of providing adult Americans with the knowledge and skills necessary to compete in a global economy (Goal 5).

Population Targeting

The Final Report of the Department of Education's National Assessment of Vocational Education (NAVE) reported the following findings (III.2):

Secondary Vocational Education

- The high school class of 1987 took an average of 4.21 credits in vocational education exceeding enrollments in any other subject area, including English (average 4.02 credits).

- Data on high school class of 1982 show that vocational courses in applied mathematics, such as business math, vocational math, and vocational courses that included substantial math content (e.g., electronics, drafting, accounting, agricultural science) were associated with significant gains in math learning. No gains were found in math skills from traditional vocational courses that were not math-related.

- College-bound students take a substantial amount of vocational education--not just introductory industrial arts and consumer and homemaking education, but occupationally specific vocational education courses such as business or health. Students planning to attend postsecondary vocational technical training or college account for the majority of vocational credits, 26.5 and 47.9 percent of all vocational credits respectively.

- The share of occupationally specific course work in the vocational curriculum has steadily increased from 57 percent of all credits in 1975 through 1978 to 65 percent in 1987. However, coursework in general vocational and consumer and homemaking education has declined.

- Schools with the largest percentage of disadvantaged students offer 40 percent fewer vocational courses, a third fewer occupational programs, and half as many advanced occupationally specific courses as schools with the smallest percentage of disadvantaged students.

- Students in schools with large concentrations of poor and academically disadvantaged students were 40 percent less likely than students in schools with the smallest percentage of disadvantaged students to have access to an area vocational school.

- Both students with disabilities and academically disadvantaged students earn more credits in secondary vocational education than other students. For example:

  - Students with disabilities earned an average of 5.2 vocational education credits compared with 4.02 credits for students without disabilties over 4 years of high school.

- -- Students with disabilties took 81.7 percent of their vocational course work in regular, as opposed to self-contained, classrooms. In comparison, these students took only 59.5 percent of their academic course work in regular classrooms. This finding suggests that the Perkins Act is meeting the objective of providing students with disabilities access to vocational education in the least restrictive environment.

- -- Academically disadvantaged students earned an average of 4.39 credits of vocational education in high school compared with 3.01 for academically advantaged students (those with a grade point average of 3.0 or better on a 4.0 scale).

Postsecondary Vocational Education

o Enrollments in vocational education at the postsecondary level are high and, over time, the proportion of total course work in vocational subject areas has increased. The share of vocational coursework taken by members of the high school class of 1980 who enrolled in community colleges was 18 percent higher than it was for the high school class of 1972. Community colleges are the main providers of postsecondary vocational training accounting for 61 percent of vocational credits in less-than baccalaureate institutions.

- -- Thirty-five percent of all undergraduate students major in vocational fields.

o Compared to four-year colleges, less-than-baccalaureate institutions attract a broader cross-section of students in terms of age, race, economic background, and levels of ability. Students at these institution are more likely to be female, black, Hispanic, from families with lower incomes, older, and financially independent of their parents. For example:

- -- Thirty-four percent of community college students and 39 percent of public vocational-technical school students were over age 30 compared to 14 percent at 4-year colleges.

- -- Sixty-one percent of community college students were enrolled part-time compared to 22 percent at 4-year colleges.

o Minorities, disadvantaged students, and women are more likely to enroll in public vocational-technical and proprietary schools that offer short-term certificate-oriented training, rather than community colleges offering the longer-term programs that lead to an associate degree.

-- At proprietary schools, 65 percent of the students are women and 35 percent are black or Hispanic. At public vocational-technical schools, about 60 percent of the students come from families with annual incomes of less than $23,000.

Program Administration

After setting aside up to 7 percent for administration, States must allot 57 percent of their remaining Basic Grants for services designed to increase the vocational education opportunities of disadvantaged students (22 percent); adults who need training or retraining (12 percent); students with handicaps (10 percent); single parents, single pregnant women, and homemakers (8.5 percent); students in courses to overcome sex bias and stereotyping (3.5 percent); and criminal offenders in correctional institutions (1 percent).

The remaining 43 percent of each State's Basic Grant is reserved under Part B for program improvement, innovation, and expansion activities, including renovation of training facilities, upgrading of equipment, staff training, and curriculum development. Expenditures for career guidance and counseling services also are authorized and must be maintained by each State at the FY 1984 levels.

Although formulas and set-asides are established within the Perkins Act, States retain the discretion to allocate most funds between secondary and postsecondary sectors and within sectors however they choose. More than 50 percent of all funds must be spent in economically depressed areas; however, some States have identified so much of their territory as economically depressed that the constraint has little meaning (III.5). With the exception of the set-aside for handicapped and disadvantaged students, there is no requirement that funds be allocated according to population, enrollment, economic need, or other criteria.

In allocating funds set aside for handicapped and disadvantaged students, the percentage of a State's grant allocated to an eligible recipient (i.e., a school district or postsecondary institution) depends on the number of disadvantaged students enrolled (50 percent) and either the number of handicapped students or the number of disadvantaged students served in vocational education (50 percent).

The NAVE Final Report found that, across the country, the rates at which States allocated Perkins funds between secondary and postsecondary sectors varied greatly in 1986-87, with postsecondary shares ranging from 8 to 100 percent. In addition, separate area vocational school districts appeared to receive a disproportionate share of the Federal funds that flowed to secondary education. Area vocational school districts and postsecondary institutions received much larger grants than school districts on a per-pupil basis.

Other NAVE findings concerning the allocation of Perkins Funds indicate that:

- For the disadvantaged set-aside alone, school districts with the highest poverty rates had a greater likelihood of receiving an award, and their per-student disadvantaged (and handicapped) set-aside awards were larger than those in other districts. Within districts, however, case studies were unable to uncover any systematic means for funds distribution or service provision based on student or programmatic chacteristics.
- A substantial share of program improvement funds has been retained for Statewide activities. Most Statewide activities involved assistance to secondary vocational education. Funds retained at the State level were most commonly used for curriculum development. Other uses included establishing and maintaining regional resource centers for vocational education and staff development (in-service and preservice). Few program improvement funds were targeted on programs or services for special populations.
- The Perkins Act provides about $320 million in grants directly to public sector institutions--community colleges, technical colleges, and vocational-technical institutes.

The NAVE Second Interim Report (III.4) found that nationally, 42 percent of FY 1986 funds were allocated to postsecondary education. This figure was larger than previous estimates of 23 to 27 percent, because postsecondary education was defined as education beyond grade 12. The proportion of Federal funds allocated to postsecondary education was significantly higher among States in the central and western regions for all set-aside categories. Thirteen percent of FY 1986 funds received by school districts and postsecondary institutions were unspent under the set-aside for disadvantaged students and 17 percent under the set-aside for handicapped students. The reasons for unspent funds are complex, but they involve changes in allocation brought about through the intrastate formula, the need to justify expenditures as excess costs, and difficulties in matching Federal resources. Roughly two-thirds of eligible recipients received grants in the northeastern, central, and western regions compared with 92 percent in the southeast.

Outcomes

NAVE developed a new indicator for evaluating vocational education programs. The "skilled course utilization rate" measures the share of all vocational courses that are related to jobs that students obtain when those jobs require more than minimal skills. Based on this measure:

- About 38 percent of all occupationally specific vocational courses were used in skilled jobs approximately 16 months after high school graduation for the High School and Beyond Study of the class of 1982. By fall 1985, the skilled jobs course utilization rate had risen to 44 percent.
- Rates of skilled course utilization were higher for women than for men--46 percent compared with 33 percent, 16 months after graduation from high school. The higher rate for women was due, in large part, to their extensive enrollment in business education and the relatively high rate at which business graduates obtained skilled, business-related jobs.

III. SOURCES OF INFORMATION

1. Program files.
2. National Assessment of Vocational Education (NAVE) Final Report, Vol. I (July 1989); Vol II (May 1989).
3. NAVE First Interim Report (January 1988).
4. NAVE Second Interim Report (September 1988).
5. Vocational Education: Opportunity to Prepare for the Future (General Accounting Office (GAO)/HRD-89-55, May 1989).

IV. PLANNED STUDIES

The Department's Integrated Postsecondary Educaton Data System (IPEDS) collects postsecondary level enrollment and completion data. The first data were collected for 1987-88 and are now being analyzed.

The new Carl D. Perkins Vocational and Applied Technology Education Act of 1990 authorizes a new national assessment, although no funds were appropriated for this purpose in FY 1991.

Through studies and analyses conducted independently through competitive awards, the new assessment will include descriptions and evaluations of:

- The effects of the new Perkins Act on State and tribal administration of vocational education programs and on local vocational education pratices.
- Expenditures for program improvement in vocational education, including the impact of Federal allocation requirements.
- Participation and qualifications of vocational and academic teachers.
- Participation in vocational education programs, including access of individuals who are members of special populations to high-quality programs and the effect on the delivery of these services of Federal legislation giving States flexibility in allocating funds to serve these populations.
- Academic and employment outcomes of vocational education.
- The effects of performance standards and other measures of accountability on the delivery of vocational education services.
- The effect of Federal requirements regarding criteria for services to special populations, participatory planning in the States, and articulation between secondary and postsecondary programs.
- Coordination of services under the Perkins Act, the Adult Education Act, the Job Training Partnership Act, the National Apprenticeship Act, the Rehabilitation Act of 1973, and the Wagner-Peyser Act.
- The degree to which minority students are involved in vocational student organizations.

An interim report is due to Congress on or before January 1, 1994 and a final report on or before July 1, 1994.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Lee Thompson, (202) 732-4444

Program Studies : Audrey Pendleton, (202) 401-3630

VOCATIONAL EDUCATION--CONSUMER AND HOMEMAKING EDUCATION
(CFDA No. 84.049)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, Title III, Part B, P.L. 98-524 (20 U.S.C. 2361-2363) (expires September 30, 1991).

Purpose: To assist the 50 States and the outlying areas in conducting consumer and homemaking education programs that prepare male and female youths and adults for the occupation of homemaking and provide instruction in food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management, management of resources and clothing and textiles.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 15,000,000	1985	$ 31,633,000
1975	35,994,000	1986	30,273,000
1980	43,497,000	1987	31,633,000
1981	30,347,000	1988	32,791,000
1982	29,133,000	1989	33,118,000
1983	31,633,000	1990	34,176,000
1984	31,633,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of this program is to provide youths and adults instruction in nutrition, consumer education, child development, home management, housing and parenthood education. As such, it furthers Goal 5 by providing access to education which will allow individuals to aquire the necessary skills to excerise the rights and responsibilities of citizenship.

Population Targeting

Consumer and homemaking education programs, services, and activities are intended to be accessible to males and females, youth and adults at all educational levels. At least one-third of Federal funds must be used for services in economically depressed areas or areas with high rates of unemployment. Grants were made, through a statutory formula, to the 50 States, Puerto Rico, the District of Columbia and the five U.S. territories in FY 1990.

Services

Services provided by the Federal Consumer and Homemaking Education program include (1) program development and improvement of instruction and curricula; (2) support services and activities designed to ensure quality and effectiveness of programs including professional development, and State administration, supervision and leadership; and (3) instructional programs for youth and adults at all educational levels.

Program Adminstration

State Departments of Education and State Boards of Education are responsible for administering the program and assisting eligible recipients to plan and conduct instructional programs in all consumer and homemaking education areas. All States and territories currently offer consumer and homemaking education programs.

States and Territories are updating, expanding, and revising curricula that reflect the needs for youth and adults. According to national, State and local needs and trends, 3.9 million students are served by 34,100 consumer and homemaking education programs across the country; 38 percent of these students are males. Fifty-nine percent of the consumer and homemaking students are enrolled in specialized programs of parenthood education, family living, nutrition education, and child development.

States have implemented new and/or revised programs and curriculum in areas such as Consumer and Homemaking Education, Interrelatedness of Work and the Family, Management of Resources and Life Management Skills, Child Growth and Development, Parenting/Family Life Education and Consumer Education. All of the instructional progams encourage the application of academic skills.

Improvement Strategies

- States and universities are conducting research aimed at program improvement in cooperation with business and industry and professional organizations of consumer and homemaking education.

- States are providing professional development and leadership conferences for teachers to improve the quality of instructional programs and the effectiveness of evaluation of programs and services.

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- National leadership workshop conferences, conducted by the Office of Vocational and Adult Education, are being carried out to enhance State and local education agencies' efforts to carry out the legislative requirements of the Carl D. Perkins Vocational Education Act and to develop strategies for meeting the challenges cited in recent national studies on education reform.

III. SOURCES OF INFORMATION

1. Enrollment Source: Vocational Home Economics Education Coalition (Washington, DC: U.S. Department of Education, Divsion of Vocational Home Economic Education, Office of Vocational and Adult Education).
2. Research and Curriculum Projects by State Departments of Education, 1987-88 (Washington, DC: U.S. Department of Education, Division of Vocational Home Economics Education, American Vocational Association, and Office of Vocational and Adult Education).
3. State Annual Performance Reports for Vocational Education (Washington, DC: U.S. Department of Education, Division of Vocational Education, Office of Vocational and Adult Education).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Bertha G. King, (202) 732-2441

Program Studies : Chris Yanckello, (202) 401-3630

VOCATIONAL EDUCATION--COMMUNITY-BASED ORGANIZATIONS PROGRAMS
(CFDA No. 84.174)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, Title III, Part A (20 U.S.C. 2351-2352) (expires September 30, 1991).

Purpose: To provide financial assistance to States for joint projects of eligible recipients and community-based organizations (CBOs) that provide vocational education services and activities for persons in urban and rural areas.

Funding History

Fiscal Year	Appropriation
1987	$ 6,000,000
1988	6,845,000
1989	8,892,000
1990	10,850,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The role of this program is to provide vocational education services to individuals in rural and urban areas. As such, this program furthers Goal 5 by providing necessary skills to individuals so that they may become a competitive part of the global economy.

Population Targeting

Title III, Part A, of the Perkins Act is restricted to certain activities specified in the next section. Funds are allocated based on a statutory formula to States upon submission and approval of a State plan that addresses their needs. In FY 1990, 57 grants were made to the States, the District of Columbia, Puerto Rico, and the outlying areas.

A descriptive study of the CBO programs published in March 1990 provided information about State administration and funding of local projects and about local project implementation including:

- Most States use grants competitions to fund vocational education at community-based organizations (CBOs).

- A variety of organizations, including private nonprofit organizations, neighborhood associations, and social service groups receive funding.

- States tend to distribute funds widely among a large number of organizations located in different parts of the State rather than concentrate funds on only a few projects.

Services

Joint projects of eligible recipients and community-based organizations provide special vocational education services and activities, such as outreach programs, transitional services, pre-vocational educational preparation, basic skills development, and career intern programs.

Program Adminstration

States generally renew projects that appear to be working successfully, but renewal of the grant is not automatic. States monitor the implementation of CBO projects through on-site visits and performance reports, but most States do not conduct formal evaluations.

III. SOURCES OF INFORMATION

1. Program files.
2. Descriptive Review of Data on the Vocational Education Community-Based Organization Program (Washington, DC: Pelavin Associates, March 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Les Thompson, (202) 732-2444

Program Studies : Chris Yanckello, (202) 401-3630

VOCATIONAL EDUCATION--NATIONAL PROGRAMS
(CFDA Nos. 84.051 and 84.193)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act, P.L. 98-542, Title IV, Parts A, B, and C, Sections 401-404, 411-417, and 422 (20 U.S.C. 2401-2404, 2411-2417, and 2422). Now the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S. C. 2301) (expires September 30, 1995).

Purposes: To conduct research, furnish information, and provide related support services designed to improve the access to vocational education programs for disadvantaged and disabled persons; women entering nontraditional occupations; adults in need of training and retraining; single parents and homemakers; persons with limited English-proficiency; and incarcerated persons; to improve the competitive process by which research projects are awarded; to encourage the dissemination of findings of research projects assisted under this Act to all States; and to authorize research activities that are readily applicable to the vocational education setting and are of practical application to vocational education administrators, instructors, and others involved in vocational education.

Funding History

Fiscal Year	Appropriation 1/
1982	$ 8,536,073
1983	8,036,073
1984	8,177,963
1985	10,320,963
1986	9,706,823
1987	11,142,963
1988	25,800,963
1989	26,147,963
1990	23,154,963

1. Funds were appropriated for this activity on a "no year" basis until FY 1986. They became available for obligation on July 1 of the fiscal year in which they were appropriated and remain available until expended. In addition, amounts of $358,073 annually for fiscal years 1981 through 1984, $142,963 for FY 1985, $136,823 for FY 1986, $142,963 for fiscal years 1987 and 1989, and $141,000 for FY 1990 were made available for this activity through a permanent appropriation authorized under the Smith-Hughes Act.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Cooperative Demonstration Program has supported the high school graduation goal (Goal 2) through funding of dropout prevention projects in vocational education. Other activities support the goal that every adult American will possess the knowledge and skills necessary to compete in a global economy (Goal 5).

Services

The National Center for Research in Vocational Education (NCRVE) is a competitively awarded, nonprofit, university-affiliated entity designated by the Secretary of Education for a five-year period on the advice of a panel of nationally recognized experts in vocational education. NCRVE is charged with conducting applied research and development to improve vocational education. Activities include conducting projects that improve the quality of vocational education for targeted populations, by integrating academic and vocational education skills, by developing methodologies for emerging technologies; providing training for vocational education leaders; conducting policy-oriented studies to facilitate national planning; providing a clearinghouse for State-supported program improvement projects; developing evaluation and planning methodologies to help States evaluate and plan their programs; managing a dissemination program; and making an annual assessment of joint planning and coordination under the Carl D. Perkins Act and the Job Training Partnership Act (JTPA).

The National Occupational Information Coordinating Committee (NOICC) is made up of senior officials of the Departments of Agriculture, Commerce, Defense, and Labor, and four offices within the Department of Education. The NOICC cooperates with State agencies to develop and implement occupational information systems to meet a comprehensive range of planning, program administration, and career guidance needs.

Six regional Curriculum Coordination Centers (CCCs) coordinate the development and dissemination of curriculum and instructional materials. In 1989, 87,825 clients were served by disseminating curriculum materials, conducting special searches, providing technical assistance, and making site visits. These services resulted in 1,163 adoptions or adaptations of curriculum products (III.4).

Discretionary Research Activities

- A contract entitled "Training Future Vocational Teachers and Guidance Counselors" was awarded to develop and disseminate materials to train future vocational teachers and guidance counselors to integrate basic academic skills content into occupational content areas.

- The Demonstration Centers for the Retraining of Dislocated Workers Programs. Three centers were established under this program and a fourth is in the process of starting up. One center, located at Roxbury, Community College in Boston, Massachusetts, focused on underserved populations (Hispanic, Chinese, and Southeast Asian displaced garment workers). This center was unable to continue operating after Federal funds expired. The second center, located at Lorain County Community College near Cleveland, Ohio, focuses on training displaced manufacturing workers through the use of specially developed high-technology courseware. Although Federal funding has ceased for this project, the center continues to operate with funds from alternate sources. The third center is located at Joliet Junior College in Joliet, Illinois. This project, in conjunction with support from the Department of Labor, provides training and instruction to dislocated workers.

- Cooperative Demonstration Programs. The 10 dropout prevention projects funded in FY 1989 under the Cooperative Demonstration program continued operations during FY 1990. The purpose of this program is to demonstrate exemplary approaches for encouraging vocational education students to remain in school or for encouraging dropouts to reenter school through vocational education programs.

  In FY 1990, the Cooperative Demonstration program supported 30 new demonstration projects that focused on high-technology training at the secondary and postsecondary levels. The purpose of these projects is to demonstrate how vocational education students can successfully be taught high technology skills. An independent evaluation will determine the impact of these projects.

Outcomes

NCRVE. The National Center for Research in Vocational Education completed a report to Congress concerning the effectiveness of the coordination efforts between vocational education, JTPA, and welfare-to-work programs. NCRVE also released a preliminary

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report on the topic of integrating academic and vocational education. In addition, the National Center reported on the effects of changes in the economy and the labor market on skills needed in the workplace.

III. SOURCES OF INFORMATION

1. Order Amidst Complexity: The Status of Coordination among Vocational Education Job, Training Partnership Act, and Welfare-to-Work Programs (Berkeley, CA: NCRVE, 1990).
2. Responses of the Vocational Education System to Technical and Economic Changes in the Workplace (Berkeley, CA: NCRVE, 1990).
3. Changes in the Nature and Structure of Work: Implications for Skill Requirements and Skills Formation (Berkeley, CA: NCRVE, 1990).
4. Curriculum Coordination Centers Impact Report for 1989 (Washington, DC: U.S. Department of Education, 1990).

IV. PLANNED STUDIES

The Office of Planning, Budget and Evaluation initiated a 22-month evaluation study of Cooperative Demonstration program projects that are concerned with high technology. This evaluation is reviewing the 36 projects that were initiated in FY 1989 and the 30 projects that were initiated in FY 1990. This evaluation study will focus on (1) project designs; (2) project implementation; and (3) cost-benefit analyses. This study will be completed in December 1991.

The Office of Planning, Budget and Evaluation is conducting a longitudinal study of dropout prevention and reentry projects funded under the Discretionary Cooperative Demonstration program. This evaluation will identify and validate effective approaches to encourage at-risk students to remain in school and for dropouts to return and complete their education. Interim reports are due in March 1991 and January 1992. The final report is due in January 1993.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Glenn C. Boerrigter,	(202) 732-2354
	Timothy Halnon,	(202) 732-2361
Program Studies :	Audrey Pendleton,	(202) 401-3630

VOCATIONAL EDUCATION--INDIAN AND HAWAIIAN NATIVES PROGRAMS
(CFDA No. 84.101)

I. PROGRAM PROFILE

Legislation: The Carl D. Perkins Vocational Education Act, P.L. 98-542, Title I, Part A, Section 103 (20 U.S.C. 2313) (expires September 30, 1991).

Purpose: To provide financial assistance to eligible Indian Tribes and organizations serving Hawaiian Natives to plan, conduct, and administer vocational education programs authorized by, and consistent with, the Perkins Act.

Funding History

Fiscal Year	Appropriation	
	American Indians	Hawaiian Natives
1977	$ 5,281,476	0
1980	6,929,755	0
1981	6,182,654	0
1982	6,186,230	0
1983	5,936,734	0
1984	6,645,484	0
1985	9,895,639	$1,979,128
1986	9,564,367	1,912,873
1987	10,414,352	2,082,870
1988	10,462,777	2,092,555
1989	10,808,990	2,161,798
1990	11,099,592	2,201,990

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Indian and Hawaiian Natives Vocational Education program supports adult literacy (Goal 5) through the funding of education and training projects for Indians and Hawaiian Natives.

Improvement Strategies

American Indians

The Department of Education has worked with grantees to improve job placement by requiring grant recipients to link their programs with tribal economic development plans. A 65 percent placement rate is required of all projects.

Training materials and technical assistance are provided to all Indian tribes in an effort to develop high-quality vocational education programs.

Hawaiian Natives

The program for Hawaiian Natives under the Perkins Act stipulates that grants can only be made to organizations that primarily serve and represent Hawaiian Natives and are recognized by the governor of the State of Hawaii. Thus far, only one organization, Alu Like, Inc. has received this recognition and has thus received all the available funds. Alu Like is a nonprofit organization with the primary mission of assisting Hawaiian Natives to achieve social and economic excellence. (III.2)

The mission of the Hawaiian Native Vocational Education program administered by Alu Like is to institute changes in the Hawaiian vocational education delivery system to ensure that Hawaiian Native students participate in, and benefit from, vocational education to the same degree as other ethnic groups in the State. Goals of projects funded by the program include increasing the number of Hawaiian Native vocational education high school students who pursue vocational education at the community college level, adoption of methods culturally appropriate for teaching basic academic skills to Hawaiian Natives at the intermediate level, improving the retention and completion rates of Hawaiian Natives enrolled in community college vocational education programs, and establishing community-based vocational education facilities to assist Hawaiian Native adults to reenter the public vocational system.

The University of Hawaii Community College Student Retention Model, which is supported by the program, includes a data collection system that is being updated to track the progress of Hawaiian Native students in community colleges. An outreach effort has been initiated to recruit Hawaiian Native high school students for enrollment in community college programs and to assist students in continuing in higher level programs.

The grantee is working with the private sector to develop training alternatives in occupations such as home health care and small business management. Cooperative learning is being used in schools as a more culturally appropriate means of educating Hawaiian Native students.

III. SOURCES OF INFORMATION

1. Program files.

2. Pelavin, Diane C., Levine, Andrea B., and Sherman, Joel D., Descriptive Review of Set-Aside Programs for Hawaiian Natives (Washington, DC: Pelavin Associates, April 1989).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Indian Vocational Education:

Harvey G. Thiel, (202) 732-2379

Program Operations: Native Hawaiian:

Kate Holmberg, (202) 732-2363

Program Studies : Audrey Pendleton, (202) 401-3630

BILINGUAL VOCATIONAL EDUCATION PROGRAMS--DISCRETIONARY GRANTS (CFDA Nos. 84.077, 84.099, 84.100)

I. PROGRAM PROFILE

Legislation: Carl D. Perkins Vocational Education Act, P.L. 98-542, Title IV, Part E, Section 441 (20 U.S.C. 2441). Now the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301)(expires September 30, 1995).

Purposes:

- Bilingual Vocational Training (BVT) program: To provide bilingual vocational education and training and English-language instruction to persons with limited English-proficiency (LEP) and to prepare these persons for jobs in recognized (including new and emerging) occupations.
- Bilingual Vocational Instructor Training (BVIT) program: To provide preservice and inservice training for instructors, aides, counselors, and other ancillary personnel participating, or preparing to participate in bilingual vocational training programs for LEP persons.
- Bilingual Vocational Materials, Methods, and Techniques (BVMMT) program: To develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for LEP persons.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1975	$2,800,000	1985	$3,686,000
1980	4,800,000	1986	3,527,700
1981	3,960,000	1987	3,686,000
1982	3,686,000	1988	3,734,000
1983	3,686,000	1989	3,771,000
1984	3,686,000	1990	3,959,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Bilingual Vocational Training program supports adult literacy (Goal 5) through funding of education and training projects for those with limited Engish proficiency who also need occupational competency training.

Population Targeting

It is anticipated that eight BVT and two BVIT awards will be made with FY 1990 funds. One BVMMT award was made in FY 1990 with funds appropriated in FY 1989.

Improvement Strategies

Grantees are asked to submit their curriculum packages to a retrieval system so that other grantees can consult them. Grantees are also encouraged to share their findings through the development of resource handbooks and the accurate reporting of program results and accomplishments. Project directors meet periodically to review draft products.

Outcomes

Studies conducted as part of the National Assessment of Vocational Education (NAVE) showed that vocational training for LEP adults varies considerably depending upon training objectives, vocational skill areas, and needs of the populations served. Services may generally be divided into three areas: a language component, a vocational component, and a support services component. The more comprehensive training programs offer services from all three components.

Based on six case studies of State and local policies and services, NAVE found that while vocational training services for adults and out-of-school youth are readily available in most areas, proficiency in oral English is generally required along with basic reading, writing, and math skills (III.2). These entry criteria essentially exclude LEP adults. Those LEP adults who do apply are generally referred to English-as-a-Second Language (ESL) programs and are asked to re-apply when they can meet the vocational program's entry criteria. Vocational training specifically directed at LEP adults, which combines training in occupational and language skills, is less frequently available. Generally, it is administered by an agency or organization that has a special interest in serving that population, such as a refugee program or community-based organization with ties to a specific ethnic group.

Program files show job placement rates for program participants range between 80 and 100 percent.

III. SOURCES OF INFORMATION

1. Program files.
2. Fleishman, Howard L. and Willette, JoAnne. An Analysis of Vocational Training Needs and Services for Limited English Proficient Adults (Arlington, VA: Development Associates, Inc., November 1988).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Laura Karl, (202) 732-2365

Program Studies : Audrey Pendleton, (202) 401-3630

ADULT EDUCATION--GRANTS TO STATES
(CFDA No. 84.002)

I. PROGRAM PROFILE

Legislation: Adult Education Act, P.L. 91-230, as amended, (20 U.S.C. 1201 et seq.) (expires September 30, 1993).

Purpose: To improve educational opportunities for adults and to expand the delivery system for adult education services to enable all adults to acquire the basic educational skills necessary for literate functioning, to profit from employment-related training, and to complete secondary school.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 26,280,000	1984	$100,000,000
1970	40,000,000	1985	101,963,000
1975	67,500,000	1986	97,579,000
1980	100,000,000	1987	105,981,000
1981	122,600,000 1/	1988	115,367,000
1982	86,400,000	1989	136,344,000
1983	95,000,000	1990	157,811,000

1/ Includes one-time funding of $5 million for services to Indochinese immigrants and refugees and $17.6 million for services to Cuban and Haitian entrants.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

All the services provided by this program contribute to adult literacy and citizenship skills (Goal 5). In addition, by assisting adults to earn high school diplomas, the program's Adult Secondary Education component contributes to Goal 2, increase in high school graduation rate.

Population Targeting

The adult education State-administered basic grant program continues to target its services on adults with less than a high school education. Census data (1980) indicate that 51.8 million persons comprise this target population, of which 5.2 million failed to go past the fifth grade. The program, through a cooperative effort between the States and the Federal government, offers persons 16 years of age or older or who are beyond the age of compulsory school attendance under State law, the opportunity to attain reading, writing, and computational skills through the secondary school level of competence. Opportunities are also provided for adults to overcome English language deficiencies. The Amendments of 1988 direct that whenever Federal appropriations exceed their 1988 level, States must give preference to local applicants that have demonstrated or can demonstrate a capability to recruit and serve educationally disadvantaged adults. This group of adults is defined generally as those who demonstrate basic skills equivalent to or below the fifth-grade level.

These amendments to the authorizing legislation also direct that special attention be given to programs for corrections education and education for other institutionalized adults, by requiring that each State use at least 10 percent of its Federal grant for this population.

Services

For FY 1989, the latest year for which data are available, States reported serving 3.3 million adults. Sixty-nine percent of these participants were in level I (grades 0-8 and English-as-a-Second-Language programs). Nearly 70 percent of the expenditures are directed at this level. Instruction was provided by approximately 7,300 full-time and 69,000 part-time teachers. Over 90,000 literacy volunteers participated, over two-thirds of whom served as tutors. The remaining volunteers served in various supportive roles providing outreach, transportation, child care, and clerical services. States continued their efforts to improve the quality of instructional services through special experimental demonstration projects and teacher training projects. Projects trained administrators, supervisors, teachers, and paraprofessionals. Major program areas for special projects included literacy program development, computer-assisted instruction, family literacy, older persons, and volunteers.

Program Administration

Programs of adult education are administered by State education agencies and, in five States, by community college boards. Local projects, conducted by local education agencies and by public or private agencies, organizations, and institutions, are approved by States on the basis of need and resources available. The State agency is responsible for providing Federally required plans and reports, reviewing and processing applications from local deliverers of adult education services, coordinating programs serving adults, providing technical assistance, and evaluating local programs.

While only 10 percent was required, State contributions in FY 1989 for adult education amounted to over 80 percent of total program expenditures, or more than four times the Federal contribution. Nationally, costs per participant average over $166. Most States report somewhat higher average costs for level I participants. Average costs for adults who persist in the program long enough to make substantial learning gains are undoubtedly much higher, but precise information on this is not available.

Outcomes

Information from annual performance reports submitted by the States (III.2) indicates the following educational and economic outcomes:

- A total of 199,785 participants passed the General Educational Development (GED) test.
- Another 52,416 participants received adult high school diplomas.
- Over 199,531 entered another education or training program.
- Over 19,000 participants received U.S. citizenship.
- Jobs were obtained by 151,114 particpants who had previously been unemployed.
- Approximately 112,600 participants obtained a better job or a salary increase after instruction.
- Over 24,000 participants were removed from public assistance rolls.

Improvement Strategies

Strategies for program improvement resulting from the 1988 amendments to the Adult Education Act include:

- Formulating a four-year State plan.
- Coordinating efforts with other Federal, State, and local programs and agencies.
- Conducting special experimental demonstration projects and teacher training projects.
- Evaluating local programs in relation to content, instructional materials and equipment, effect on subsequent work experience of participants, and other factors that affect program operation.

The legislation directs that special efforts be made to attract and assist meaningful participation in adult education programs through flexible course schedules, provision of auxiliary aids and services, convenient locations, adequate transportation, and meeting child care needs.

III. SOURCES OF INFORMATION

1. Adult Education Act.

2. Program regulations (34 CFR, Parts 425 and 426).

3. Annual Performance, Financial, and Evaluation Reports submitted by States.

IV. PLANNED STUDIES

Late in FY 1990 a contract was awarded for a major evaluation of adult education programs. Over the next four years, this study will produce nationally-representative data on Federally-assisted service programs, client background characteristics, attendance patterns, learning gains, service costs, and client outcomes. Interim reports are scheduled for August 1991, April 1992, and April 1993. A total of seven periodic bulletins will also be issued to provide information on the progress of the study.

The Department of Education is planning a design conference on program effectiveness assessment to discuss issues and methodology for evaluating effective adult education practices and programs. Based on the results of the conference, the Department plans to propose up to three major studies that would identify and evaluate selected model adult education programs and practices. The goal will be to validate specific models as suitable for replication nationally, not just identify promising practices or models that are only validated in one site.

In addition, the Department is planning to develop materials and guidance and provide technical assistance and training to State administrators in implementing the new evaluation requirements of the law. Model systems will be developed and specific guidance on their implementation provided.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ron Pugsley, (202) 732-2273

Program Studies Rob Barnes, (202) 401-3630

ADULT EDUCATION--NATIONAL WORKPLACE LITERACY PROGRAM
(CFDA No. 84.198)

I. PROGRAM PROFILE

Legislation: Adult Education Act, Part C, Section 371, P.L. 91-230 (20 U.S.C. 1211) (expires September 30, 1993).

Purpose: To support effective partnerships between educational organizations and business and community groups for adult education that teaches literacy skills needed in the workplace.

The National Workplace Literacy program funds competitive demonstration grants for programs involving partnerships between business, industry, labor organizations, or private industry councils and education organizations, including State education agencies, local education agencies, and schools, (including area vocational schools and institutions of higher education), employment and training agencies, or community-based organizations. Each partnership must involve at least one education organization and one other partner.

Funding History

Fiscal Year	Appropriation
1988	$ 9,574,000
1989	11,856,000
1990	19,726,000

II. 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The National Workplace Literacy program supports Goal 5 of achieving adult literacy and citizenship skills, through funding of workplace projects that provide adult literacy training.

Population Targeting

This program serves adults who need to improve their literacy skills to improve job performance. The U.S. Bureau of the Census reported that in 1987, there were 87,700,000 adults, ages 25 to 64, who were employed. Of these, 12,297,000, or 14 percent, had not completed high school. In fact, 2,576,000 or 3 percent, had completed less than the 8th grade (III.1).

In addition, data from the English Language Proficiency Survey and the National Assessment of Educational Progress, indicate that many adults who have completed high school do not have 12th grade literacy skills. More than 20 percent of high school graduates and more than 40 percent of dropouts were unable to score more than 250 points on the National Assessment of Educational Progress test in 1985 (III.3). Estimates indicate that this represents no more than a 7th grade reading level.

Services

Projects must provide services that relate directly to the improvement of literacy skills needed in the workplace. These may include adult basic education; adult secondary education; English as a Second Language (ESL) training; education to upgrade basic literacy skills to meet changes in workplace requirements or processes; education to improve speaking, listening, reading, and problem solving; and educational counseling, transportation, and child care services.

This program was funded for the first time in FY 1988. There is considerable interest in the program on the part of education organizations and business partners, and many more highly rated applications were received than could be funded. In September 1988, $9.5 million in competitive grant awards were made for 37 projects in 25 States and the District of Columbia. In April 1989, $11.9 million in competitive grant awards were made for 39 projects in 26 States and the District of Columbia. Awards for FY 1990 are being processed and were to announced in February 1991.

Awards were made primarily to public organizations, including community colleges, colleges, and universities; State and local education agencies; and community-based organizations. Each award involved one or more business or labor partners as well.

Of the 39 FY 1989 projects funded:

- 44 percent had a manufacturing partner;
- 36 percent had a labor partner;
- 10 percent had a hospital or nursing home partner; and
- 5 percent had a hotel partner.

Projects included training in such areas as:

- -- Basic skills for workers who deal with dangerous equipment so they can heed warnings and ensure worksite safety.
- -- Math skills for accurate blueprint reading to prevent costly mistakes.
- -- Literacy training for entry-level hospital food service workers so that critical diet and fasting requirements can be observed for patient health.
- -- English-as-a-Second Language training related to literacy requirements of workplaces such as hotels.

Nearly one-third of the projects had an ESL component.

III. SOURCES OF INFORMATION

1. Education Attainment in the United States: March 1987 and March 1986 (U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 428, August 1988).
2. Audrey Pendleton, "Young Adult Literacy and Schooling." (Washington, DC: U.S. Department of Education, National Center for Education Statistics, October 1988).
3. Program files.

IV. PLANNED STUDIES

A descriptive review of the National Workplace Literacy program was undertaken in December 1989 and was completed in early 1991. The study reviewed the literature and data on workplace literacy, described the current program administered by the Department of Education, identified exemplary projects that have evaluation evidence of effectiveness, and provided recommendations for program and evaluation improvement.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sarah Newcomb, (202) 732-2390

Program Studies : Sandra Furey, (202) 401-3630

ADULT EDUCATION--NATIONAL PROGRAMS
(No CFDA No.)

I. PROGRAM FILE

Legislation: Adult Education Act, Part D, P.L. 91-230, as amended (20 U.S.C. 1213b-c) (expires September 30, 1993).

Purpose: To conduct evaluation studies and provide assistance to States in evaluating the status and progress of adult education. Projects and studies funded provide information needed for national policy making and for State and local program improvement.

Funding History

Fiscal Year	Appropriation
1988	$1,915,000
1989	1,976,000
1990	1,973,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The activities and studies performed under Adult Education National programs directly support Goal 5, adult literacy, and Goal 2, high school completion.

Services

Adult education is a field in which there has been relatively little rigorous research and evaluation. Very few major studies have been funded in the past, nor have concerted programs of high quality research or evaluation been implemented. Consequently, adult education lacks reliable and valid data about the adult population's need for basic skill development, effective programs and practices, or the impact of Federal and State programs.

Remedies for this situation have been instituted since 1988. Studies and projects covering a broad range of topics and concerns have been funded under new legislative authority in the Adult Education Act added in 1988 and under the Department of Education's general research authority. Three Department offices are primarily involved in these efforts -- the Office of Vocational and Adult Education (OVAE), the Office of Planning, Budget and Evaluation (OPBE), and the Office of Educational Research and Improvement (OERI). In addition, collaborative activities and studies have been initiated with the Departments of Labor and Health and Human Services.

Initial efforts started in FY 1989 included a number of small descriptive studies that provided literature reviews and collection of descriptive information on adult education programs and services. Also started were two national studies -- the national survey of adult literacy and a review of all Federal adult basic skills programs.

In FY 1990, the critical gaps in knowledge about adult education programs and participants continued to be addressed. A third national study was funded -- the National Evaluation of Adult Education Programs, a four-year longitudinal study which will describe and assess adult education programs and participants. Also, a two-year project was started that will identify promising adult education teacher training programs and develop descriptions of model programs for use by practitioners. In addition to these new efforts, several smaller studies were started, and earlier studies were continued.

All of the activities funded so far under Adult Education National programs may be grouped into three categories:

- Descriptive studies (case studies, descriptive surveys, secondary data analyses);
- Impact evaluations of Federal programs; and
- Studies that identify effective practices and programs (what works).

In future years, more emphasis will be placed on building a knowledge base of effective practices and programs, technical assistance and support to States and local agencies in improving adult education programs, and continued assessment of Federal and State programs to improve program delivery and accountability.

The status of the studies and activities in operation during FY 1990 follows:

Descriptive Studies

- National Adult Literacy Survey (NALS). The study will assess a nationally representative sample of adults to develop a comprehensive description of literacy in the United States. The study involves preliminary studies to define minimum literacy skills, test instruments and field procedures, and prepare a sample design. The survey will be conducted in 1992. Initial results will be available in 1993.

- Case Studies of Local Adult Education Programs. This study involved a review of available research literature and site visits to nine "typical" adult education programs to describe program services, funding, coordination with other programs, and problems. The report provides a description of typical adult education programs and discusses issues of concern to local program directors. The final report was available January 1991.

- Study of Federal Funding Sources and Services for Adult Education Programs. This study collected and synthesized information about all adult education programs within the Federal government that support literacy, basic skills, English as a second language education, or adult secondary education. The study also collected information about the need for program coordination among Federal, State, and local programs of adult education, through telephone interviews and five case studies in local sites. The study was jointly funded by the Departments of Education, Labor, and Health and Human Services. There were two final reports--the first, providing descriptive information on Federal programs, was available fall 1990; the second, on coordination of adult education programs, winter 1991.

- Analysis of Data from the National Assessment of Education Progress' (NAEP) Young Adult Survey. Data from NAEP's young adult survey were analyzed in a small study to assess the usefulness of the screening instrument in predicting low-end literacy and to review technical features of the tests and sample used in the NAEP assessment. The final report was available in December 1989.

- Review of Adult Education Data Systems. This small study provided information on State data collection systems, including information on the completeness of State data submissions to the Department, description of State procedures for collecting and reporting data, and recommendations for data collection. The final report was available January 1991.

- Description of adult education instruction--teacher training and curriculum materials. This study involved a review of the research literature with respect to teacher training and development and content of adult education curriculum materials. The study focused on adult basic education and English as a second language programs. The contractor visited exemplary teacher training programs and prepared case studies. In addition, selected experts reviewed widely available materials commonly used by adult education programs for content and appropriateness. Two final reports are available, one on teacher training and a second on instructional materials.

- Testing and Assessment in Adult Basic Education and English as a Second Language Programs. The study reviewed standardized tests used in adult basic education and English as a second language programs, including critiquing eight widely used tests, and discussed special topics in the use of tests for diagnostics and evaluation. The study was completed in January 1990, and the report is available.

- Review of the Workplace Literacy Partnership Program. This study reviewed the Department's Workplace Literacy program. Study activities included review of research on workplace literacy, including projects funded by the Department of Labor; in-depth case studies of Department projects; and analysis of program data. The project identified exemplary and promising local programs ("exemplary" if the project has data validating the program; "promising" if data are available suggesting the program is effective). The project provides a critique of evaluation components of the local projects. The final report was available winter 1991.

National Impact Studies

- National Evaluation of Adult Education Programs. The National Evaluation of Adult Education programs, a longitudinal survey of adult education participants and comprehensive survey of adult education programs, will provide a nationally representative description and assessment of adult education programs. The study started in August 1990 and will be completed in 1991.

  A major goal of this study is to provide information for use in reauthorization of the Adult Education Act. Key findings from the longitudinal survey will be provided in a June 1992 interim report.

  The study will provide three valuable data bases -- a universe survey of survey providers, comprehensive project profiles for a sample of 150 providers, and background and participation data for about 50,000 clients -- for use by other researchers as well as by the contractor for this study. The study will sponsor a national conference to discuss findings and implications, and will produce recommendations for appropriate future research. Interim reports will be available in July 1991, June 1992, and June 1993. The final report will be available in March 1994. Public use data files on service providers and clients will be available in April 1994.

Effective Practices and Programs

- Resources for the Adult Migrant Farm Worker Program. This study involves a literature review of instructional needs of adult migrant workers and adult literacy programs; conducting case studies of exemplary local programs; and identifying promising approaches and programs. The study is also identifying promising outreach, recruitment, and retention strategies, support services, and interagency coordination efforts for adult migrant workers; identifying promising instructional strategies; and assessing whether effective curriculums are available for migrant adults. The study is developing instructional course outlines for topics not addressed by any existing curriculums, and identifying promising practices for involving adult migrants in the education of their children. The final report was due fall 1990.

- Field-initiated research in adult education. Six applied research projects were funded in a competition for field-initiated research during FY 1988. All six involve application of technology to adult basic education instruction. Final reports were due during 1990. The projects were as follows:

  - Developing literacy through whole language in ABE (Ashtabula County Adult Basic Education Program, Jefferson, Ohio). This project is developing an instructional curriculum using the whole language approach to teaching reading, and evaluating its effectiveness compared to the individualized workbook-based approach.

  - A comparative study of adult education (Opportunities Industrialization Center, Indianapolis, Indiana). Two methods of adult education are being compared to determine relative effectiveness -- classroom instruction and computer-assisted instruction.

  - Project PROVE: Probationers/Parolees Realize Opportunities via Education (Jefferson County Public Schools, Adult and Continuing Education Program, Louisville, Kentucky). A State project is being replicated and expanded, incorporating applied research to evaluate a variety of instructional approaches including computer-assisted instruction.

  - Older displaced workers Write to Read (Pennsylvania State University, University Park, Pennsylvania). The Institute for the Study of Adult Literacy is developing and testing a computer-assisted basic skills program involving a process approach to writing.

-- Computer speech devices for adult literacy skills (St. Paul Public Schools, St. Paul, Minnesota). The Technology for Literacy Center is developing and evaluating a prototype computer-based program with input and output speech capabilities to assist learners with word pattern recognition.

-- Research in education for adult literacy (University of Tennessee, Knoxville, Tennessee). This project is testing the use of microcomputer software that uses a voice component to teach reading to illiterate adults and comparing its effectiveness to two traditional approaches--the Literacy Volunteers of America and Laubach methods of instruction.

o Three applied-research studies were given small planning grants through the Federal Small Business Innovation Research program. The projects focused on the use of technology in adult education instruction. Two of the projects received funding in FY 1989 to implement the designs developed in the planning grant.

-- The Ready Course, an Interactive Videodisc Assisted Reading Program (Applied Interactive Technologies, Inc., Jackson, Mississippi). This project focuses on the innovative use of technology in adult literacy and basic skills instruction. The grantee is designing and developing an interactive videodisc training program that addresses 5th, 6th, and 7th grade reading-level skills. The final report is due in 1991.

-- Incorporating Audio Support into English Composition Computer-Assisted Instruction for Adult Education Learners (Applied Research Associates, Inc., Lakewood, Colorado). This project involves use of IBM-compatible computers with an audio tape deck. The grantee is designing a basic English composition curriculum for adult basic education students and testing the system in a computer-assisted, audio-supported format. The final report is due in 1991.

o ABE/ESL Teacher Training Project. This project will review current practice in adult basic education and English as a second language instructor training, including volunteer training, and identify model programs for dissemination. The contractor may develop training modules for adult basic education and ESL teachers and train State teams of teacher trainers in their use. The study started in September 1990 and has two phases. In the first phase, the study will review the extent to which systematic instructor training practices are already part of Statewide or local training efforts; develop an instructor training profile for each State; identify and describe successful training programs; and determine if materials development and staff training are needed.

The second, optional phase will support development and field testing of exemplary training materials; provide training for State instructor training teams in the materials; assess the outcomes of the training; and help develop a dissemination plan.

The final report for the first phase will be due in fall 1991. The final report for the second phase will be due in summer 1993.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

A report of the results of program evaluations required under the Adult Education Act is required to be submitted to Congress in April 1991 and annually thereafter. Another report is required to be submitted every four years on the status of literacy and adult education in the Nation.

V. CONTACTS FOR FURTHER INFORMATION

Program operations: Ron Pugsley, (202) 732-2398

Program studies : Nancy Rhett, (202) 401-3630

ADULT EDUCATION FOR THE HOMELESS PROGRAM
(CFDA 84.192)

I. PROGRAM PROFILE

Legislation: Stewart B. McKinney Homeless Assistance Act (P.L. 100-77) as amended by (42 U.S.C. 11421) (expires September 30, 1993).

Purpose: To provide discretionary grants to State education agencies to plan and implement programs of basic skills and literacy training for homeless adults.

Funding History

Fiscal Year	Appropriation
1987	$ 6,900,000
1988	7,180,000
1989	7,094,000
1990	7,397,000

The Adult Education for the Homeless was amended by Sec. 6001 of P.L. 100-297 to enable the program to operate as a discretionary competitive program beginning in FY 1989. New awards were made in the fall of 1990.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Adult Education for the Homeless program supports Goal 2, high school completion and Goal 5, adult literacy. A significant proportion of the homeless population is illiterate or barely literate. Many have failed to complete secondary school.

Services

Services are provided to adult homeless individuals who are 16 years of age or over and out of school. The Department encourages applicants to target a subpopulation of homeless individuals sharing common characteristics, such as homeless mothers with children, homeless alcoholic men, or the chronically mentally ill homeless.

Examples of funded services include basic literacy training; English-as-a-Second Language training; family literacy (children may not be directly served); life skills; employability training (such as reading want ads, preparing resumes, filling out application forms); and reading programs based on materials for the Twelve Steps of Alcoholics Anonymous.

Programs are required to develop cooperative relationships with other service agencies to provide an integrated package of support services addressing the most pressing needs of the homeless students at or through the project site. Examples of appropriate support services provided through coordination include: assistance with food and shelter; alcohol and drug abuse counseling; individual and group mental health counseling; child care; case management; job skills training; employment training and job placement. Outreach services to recruit and interest homeless persons in program participation also must be included in each project.

Program Administration

By statute, only State education agencies are eligible to apply for the program. States compete for funds and those that are funded usually make subgrants to local education agencies, community colleges, and shelter providers to provide literacy training to homeless adults. An evaluation component is built into each project.

Improvement Strategies

A number of States are producing handbooks on how best to provide literacy and basic skills services to the homeless. These manuals and curriculums developed specifically for use with homeless adults during the formula program will be shared among States.

An annual workshop is conducted by the Department of Education's Division of Adult Education and Literacy for State coordinators of adult education for the homeless.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

1. Summary information prepared by Department staff on the first year of program operations was available in December 1990.
2. A descriptive review of the Adult Education for the Homeless program is planned to begin in summer 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Sarah Newcomb, (202) 732-2390

Program Studies : Nancy Rhett, (202) 401-3630

ADULT EDUCATION--STATE-ADMINISTERED ENGLISH LITERACY
(CFDA No. 84.223)

I. PROGRAM PROFILE

Legislation: Adult Education Act, as revised by P.L. 100-297, (20 U.S.C. 1211a) (expires September 30, 1993).

Purpose: This program provides funds for establishing, operating, and improving English literacy programs of instruction that are designed to help limited-English proficient adults and out-of-school youths, achieve full competence in the English language. Funds may also be used to provide support services for program participants, including child care and transportation.

Funding History

Fiscal Year	Appropriation
1989	$4,446,000
1990	5,299,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program furthers Goal 5 of the national goals by promoting adult literacy for limited-English proficient adults and out-of-school youths.

Program Administration

Federal grants are made to designated State (including insular areas) education agencies under a formula set forth in program regulations. This formula is based on census data on the number of individuals who generally do not speak English very well. Local education agencies, community-based organizations with demonstrated capability to administer English proficiency programs, and other public or private nonprofit agencies, organizations, and institutions are eligible for subgrants.

A State may use no more than 5 percent of its allocation for State administration, technical assistance, and training. At least 50 percent of a State's remaining allocation must be used for programs operated by community-based organizations with demonstrated capability to administer English proficiency programs.

Outcomes

The Adult Education State-Administered English Literacy program received its initial funding in FY 1989. The annual performance and financial reports were submitted to the Department by October 1, 1990. Outcome information is not available at this time.

III. SOURCES OF INFORMATION

1. Adult Education Act.

2. Adult Education Program Regulations (34 CFR, Part 434).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ron Pugsley, (202) 732-2273

Program Studies : Sandra Furey, (202) 401-3630

OFFICE OF POSTSECONDARY EDUCATION

PELL GRANT PROGRAM
(CFDA No. 84.063)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 1, as amended (20 U.S.C. 1070a to 1070a-6) (expires September 30, 1992).

Purpose: To help financially needy undergraduate students to meet the costs of their education at participating postsecondary institutions by providing direct grant assistance.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$ 122,100,000	1985	$3,862,000,000
1975	840,200,000	1986	3,579,716,000
1980	2,157,000,000	1987	4,187,000,000
1981	2,604,000,000	1988	4,260,430,000
1982	2,419,040,000	1989	4,483,915,000
1983	2,419,040,000	1990	4,804,478,000
1984	2,800,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

Pell Grants are available to undergraduate students enrolled in a degree or certificate program at an eligible institution. Students must have a high school diploma or its equivalent or a demonstrated ability to benefit from the training offered by the institution. Students must also demonstrate financial need based on the cost of education and the ability of the student or student and family to pay this cost. The calculation of this ability to pay is based on a Congressionally specified formula applied to the financial data of the student or student and family. This formula differs somewhat from the formula used to determine eligibility for other student aid.

Services

Participation: Almost 3.4 million students received Pell Grants averaging $1,437 in the 1989-90 award year (see Table 1). This represents an increase of over 22 percent (89-90 minus 83-84 over 83-84) in the number of recipients over the last six years (III.1).

Table 1

PARTICIPATION OF STUDENTS IN THE PELL GRANT PROGRAM
1983-84, 1988-89, 1989-90 ACADEMIC YEARS

	1983-84	1988-89	1989-90 1/
Number of applicants	5,453,548	6,519,349	6,162,410
Number determined eligible	3,541,191	4,199,322	4,220,055
Number of recipients	2,758,906	3,198,286	3,378,608
Total amount of awards (in millions of dollars)	$2,797	$4,475	$4,858
Average (in dollars)	$1,014	$1,399	$1,437

1/ Model Projection data.

SOURCE: III.1, III.2.

Distribution By Sector: The number of institutions participating in the program has continued to increase, and by 1989-90 over 8,406 institutions were participating in the Pell Grant program, nearly a 20 percent increase over the 7,080 institutions in 1988-89. Nearly 50 percent of these were proprietary (private, for-profit) schools, with the remainder divided almost equally between public and private nonprofit institutions (III.3).

Students at proprietary institutions now receive almost one-quarter of Pell Grants. Table 2 shows the distribution of award amounts for public, private nonprofit, and proprietary institutions. The proprietary share grew from 19 percent in 1983-84 to 27 percent in 1987-88, but has fallen back to 24 percent in 1989-90. This growth is much faster than private nonprofit institutions which had a 25 percent share in 1983-84 but only 20 percent in 1989-90. The funding share of public institutions remained stable, the change from beginning to end of the seven year period being only one tenth of one percent.

Table 2

PERCENTAGE DISTRIBUTION OF PELL AID BY TYPE OF INSTITUTION 1983-84 to 1989-90 ACADEMIC YEARS

Award Year	Public	Private Nonprofit	Proprietary
1989-90	56.4	19.8	23.8
1988-89	55.4	20.2	24.4
1987-88	53.3	20.1	26.6
1986-87	54.4	20.8	24.8
1985-86	55.8	22.0	22.2
1984-85	56.2	22.9	20.9
1983-84	56.5	24.6	18.9

SOURCE: III.1, III.2, III.4.

Distribution By Dependency Status: As shown in Table 3, the proportion of aid awarded to independent students is increasing. In 1983-84 independent students received 47.6 percent of the total amount awarded but by 1988-89 the independent student share had risen to 57.9 percent of the total. Among independent students receiving Pell Grants in the 1988-89 award year, 80 percent were older than 22 years of age, while among dependent recipients only 4 percent were over 22 years old (III.1).

Table 3

PERCENTAGE DISTRIBUTION OF PELL AID BY DEPENDENCY STATUS 1983-84 to 1988-89 ACADEMIC YEARS

Award Year	Dependent	Independent
1988-89	42.1	57.9
1987-88	42.5	57.5
1986-87	46.1	53.9
1985-86	49.6	50.4
1984-85	51.4	48.6
1983-84	52.4	47.6

SOURCE: III.1, III.4.

Distribution By Income: The Pell Grant program serves predominantly lower-income students. Seventy-one percent of all Pell Grant recipients had family incomes only up to $15,000 per year in the 1988-89 award year and nearly 95 percent had incomes not exceeding $30,000 per year (approximate median family income). Furthermore, as shown in Table 4, the average award declines as family income increases.

Program Administration

Students applying for Pell Grants submit one of six approved financial aid forms which are processed for the Department of Education under contract with several data entry and processing organizations. A national need analysis formula, defined in the authorizing statute, is applied to the student's financial data to determine the ability to pay of the student or student and family. The student is notified of his or her eligibility for assistance and submits this to the institution of his or her choice. The institution calculates the student's award based on a formula defined in the authorizing statute. Institutions then report to the Department of Education (usually every quarter) on all Pell Grant funds distributed to students enrolled at the school. Data on applicants and recipients is maintained by the Department through a contract with National Computer Systems (NCS). The contractor provides data tapes and reports as required to monitor the operation of the program.

Quality Control and Verification

The Integrated Quality Control Measurement Project (IQCMP) was conducted to measure the quality of awards in the 1988-89 award year under the major Title IV programs (Pell, Campus-Based, Stafford Loans) but the results have not yet been released.

Computer edits are specified by the Department which are currently designed to select - for review of the accuracy of the information needed for analysis of family contribution - approximately 30 percent of financial aid applicants. These are not limited to Pell applicants because students applying for other forms of Title IV aid are also subject to verification, based on the financial data they submit. The possibility of increasing the verification percentage is being considered, but no decision has been made at this time.

Table 4
PERCENTAGE DISTRIBUTION OF PELL AWARDS BY TYPE OF STUDENT AND FAMILY INCOME 1988-89 AWARD YEAR

	Dependent Undergraduates by Family Income						
	Under $6,000	$6,001-$9,000	$ 9,001-$15,000	$15,001-$20,000	$20,001-$30,000	$30,001+	All Dependent
Percent of Recipients	7.4	4.7	8.8	6.8	9.8	4.6	42.1
Percent of Awards 1/	8.7	5.6	9.9	6.6	7.2	2.6	40.6
Average Award 1/	$1,661	$1,649	$1,575	$1,358	$1,029	$782	$1,352

	Independent Undergraduates by Family Income						
	Under $6,000	$6,001-$9,000	$ 9,001-$15,000	$15,001-$20,000	$20,001-$30,000	$30,001+	All Dependent
Percent of Recipients	30.6	11.1	8.4	3.7	3.6	0.5	57.9
Percent of Awards 1/	34.3	10.8	8.2	3.2	2.2	0.2	59.0
Average Award 1/	$1,565	$1,368	$1,363	$1,230	$865	$636	$1,434

1/ These numbers are approximate because the income/grant table in III.1 uses class levels for size of award, e.g., 301-600. Therefore, the value of awards to a group of recipients is based on an average value tabulated in the report.

SOURCE: III.1.

Outcomes

Recent analyses of data from the National Postsecondary Student Aid Study (NPSAS), taken in the fall of 1986-87, found that:

- Almost two-thirds of Pell Grant recipients received other Federal student financial aid.
- Among Pell Grant recipients, dependent students with family incomes less than $30,000 (approximate median family income) pay approximately 23 percent of their college costs with Pell Grants, compared with 15 percent for dependents with family incomes at or above $30,000. Independent undergraduates pay for 20 percent of their college costs with Pell Grants.
- The percent of students participating in the Pell Grant program varies by dependency status and income. Figure 1 shows that almost half of all dependent students with family incomes less than $10,000 a year received Pell aid. This percentage declines sharply with an increase in income. Less than 2 percent of all dependent students with family incomes between $30,000 and $40,000 a year received Pell aid and less than half of 1 percent of those with incomes over $40,000 a year received Pell aid. Almost one-third of all independent students participated in the Pell Grant program.

(Source III.4)

Improvement Strategies

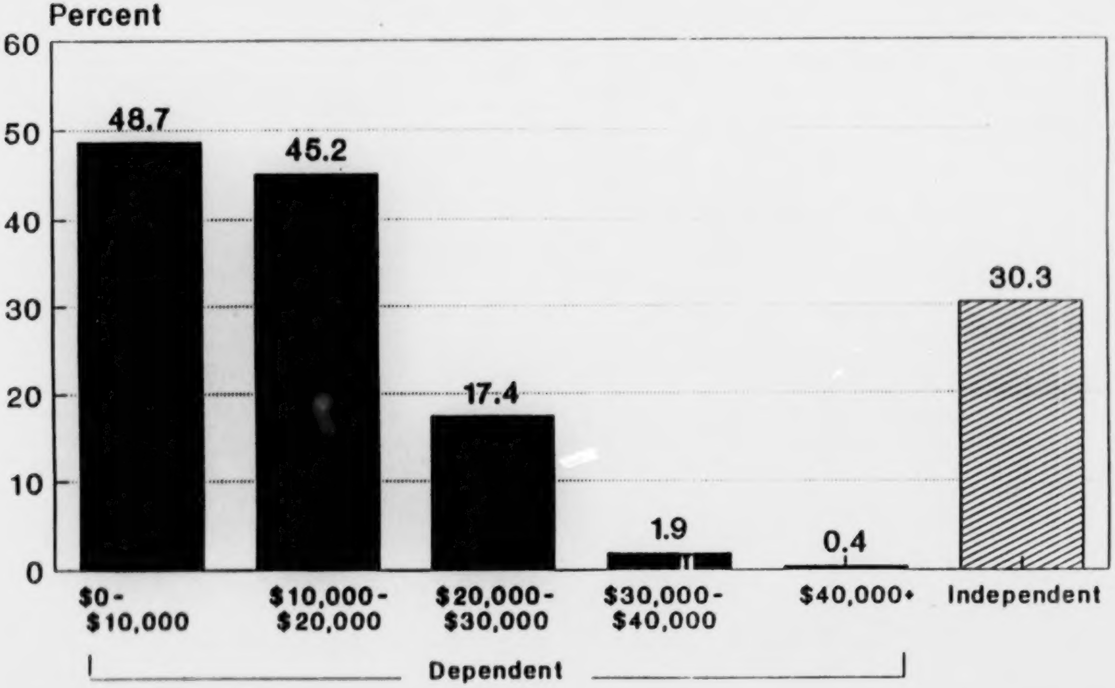
Recent changes in program operations have enabled institutions to award grants more rapidly and accurately. An electronic delivery system, previously available only on a pilot basis, is now available to any institution that wishes to participate. This system enables institutions to transmit corrections to students' applications and to report student award disbursements through a computer link with the Department's processing contractor. This has increased efficiency and speed and reduced the cost of transmitting applicant data. More than 2,500 institutions have elected to participate in this program which is now operating on a cost-sharing basis, with participating institutions paying for data transmission and the Department paying for actual data processing.

III. SOURCES OF INFORMATION

1. Program files, Division of Policy and Program Development, Pell Grant End-of-Year Report, 1988-89, Office of Postsecondary Education, U.S. Department of Education.

Figure 1

Percent of Undergraduates Participating in Pell Grant Program by Type of Student and Family Income



NOTE: Includes only students enrolled during the fall term.

SOURCE: U.S. Department of Education, 1987 National Postsecondary Student Aid Study.

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2. Report on Technical Update 92 of the Pell Grant Cost Estimation Model, Aug. 31, 1990, Division of Policy and Program Development, Office of Postsecondary Education, U.S. Department of Education.

3. Program files, Division of Program Operations and Systems, Institutional Agreement and Authorization Reports, 1983-84 to 1989-90, Office of Postsecondary Education, U.S. Department of Education.

4. Program files, Division of Policy and Program Development, Pell Grant End-of-Year Reports, 1983-84 to 1987-88, Office of Postsecondary Education, U.S. Department of Education.

5. National Postsecondary Student Aid Study, 1987, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.

IV. PLANNED STUDIES

1. Repetition of the National Postsecondary Student Aid Study at three-year intervals.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph A. Vignone, (202) 708-7888
Gary Crayton, (202) 708-9145

Program Studies : Robert Bart, (202) 401-0182

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM
(CFDA No. 84.007)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 2, as amended (20 U.S.C. 1070b to 1070b-3) (expires September 30, 1991).

Purpose: To help financially needy undergraduate students meet the costs of their education by providing supplementary grant assistance through participating postsecondary institutions.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$ 58,000,000	1984	$375,000,000
1970	164,600,000	1985	412,500,000
1975	240,300,000	1986	394,762,000
1980	370,000,000	1987	412,500,000
1981	370,000,000	1988	408,415,000
1982	355,400,000	1989	437,972,000
1983	355,400,000	1990	458,650,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

Supplemental Educational Opportunity Grants (SEOGs) are available to undergraduate students who attend participating postsecondary institutions and meet certain other criteria (e.g., have a high school diploma or its equivalent or demonstrate ability to benefit from the education). Students must also demonstrate financial need based on the cost of education and the ability of the student or student and family to pay this cost. The calculation of need is based on a Congressionally specified formula applied to the financial data of the student or student and family. Final award amounts are determined by the postsecondary institution based on the amount of funds available at the institution and the institution's aid packaging philosophy.

Services

Participation: In the 1988-89 award year, the most recent year for which information is available, 678,847 students received SEOG awards averaging $622. This is an increase in recipients but a decrease in the average award from the 1987-88 award year, when 635,326 students received awards averaging $659.

Distribution By Sector: Institutional participation in the program has increased at the rate of approximately 125 institutions per year since FY 1978; in 1988-89, 4,675 institutions received program funds, of which 1,432 were public, 1,378 private nonprofit, and 1,865 proprietary (private for-profit) (III.1).

The distribution of program funds across different sectors of postsecondary education has remained fairly stable over the past six years. Table 1 shows that the public share is virtually the same--49.8 percent in 1983-84 and 49.7 percent in 1988-89--while the proprietary share has increased slightly in the same time period (8.4 to 9.0 percent). Private nonprofit institutions received a share which was also fairly stable, the peak being 41.9 percent in 1984-85 and 1985-86 and the low point being 41.3 percent in 1988-89.

TABLE 1

PERCENTAGE DISTRIBUTION OF SEOG AID BY TYPE OF INSTITUTION, AWARD YEAR 1983-84 to 1988-89

Award Year	Public	Private Nonprofit	Proprietary
1988-89	49.7	41.3	9.0
1987-88	48.4	41.4	10.2
1986-87	49.0	41.4	9.6
1985-86	48.5	41.9	9.6
1984-85	49.4	41.9	8.7
1983-84	49.8	41.8	8.4

SOURCE: III.1, III.2.

Distribution By Dependency Status: The composition of recipients, however, has changed over this six-year period. Table 2 shows that since 1983, independent students have made up an increasingly large proportion of SEOG recipients. By award year 1988-89, 45.7 percent of all recipients were independent students, compared with only 30.1 percent in 1983-84.

Table 2

PERCENTAGE DISTRIBUTION OF SEOG RECIPIENTS BY DEPENDENCY STATUS 1983-84 to 1988-89

Award Year	Dependent	Independent
1988-89	54.3	45.7
1987-88	60.6	39.4
1986-87	67.8	32.1
1985-86	68.1	31.8
1984-85	69.0	31.0
1983-84	69.9	30.1

SOURCE: III.1, III.2.

The data in Table 3 show that SEOG awards tend to be larger for dependent students than independent students. Dependent students accounted for 54.3 percent of all recipients and received 61.6 percent of awards during the 1988-89 academic year.

Students from families with income less than $30,000 (approximate median family income) made up 82 percent of all dependent recipients and received 80 percent of awards to dependent students during the 1988-89 award year. Across income groups, however, average awards increased with the level of family income, probably because students from higher-income families are more likely to attend higher-cost institutions. Given the formulas used to determine need, low-income students may not be especially needy, even though they have lower expected family contributions, because they attend lower-cost schools and receive higher Pell Grant awards. Both factors act to reduce their need relative to that of higher-income students.

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TABLE 3

PERCENTAGE DISTRIBUTION OF SEOG AWARDS BY FAMILY INCOME.
1988-89 Award Year

	Dependent Undergraduates by Family Income							
	Less Than $6,000	$6,000-$11,999	$12,000-$17,999	$18,000-$23,999	$24,000-$29,999	$30,000+	Independent Under-Graduates 1/	All 2/
Percent Distribution of Recipients	8.7	9.7	9.9	9.0	7.1	9.9	45.7	100.0%
Percent Distribution of Awards	8.3	10.3	11.4	10.9	8.5	12.3	38.4	100.1%
Average Award	$591	$652	$714	$742	$750	$782	$523	$622

1/ Independent students are usually in the lowest income group.
2/ Totals may not add to 100.0 percent because of rounding.

SOURCE: III.1.

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Program Administration

The disbursement of SEOG awards is a two-step process. First, the Department of Education allocates funds to eligible postsecondary institutions according to a formula that incorporates a guaranteed minimum based on the institution's SEOG expenditures in the 1984-85 award year, and increases based on a measure of institutional need. Second, institutions distribute these funds to eligible students, with first priority given to students with exceptional need who also receive Pell grants. After awarding SEOG funds to all its eligible Pell grant recipients (in order of lowest family contribution), SEOG funds are distributed to non-Pell grant recipients with the lowest family contribution.

Institutions are primarily responsible for administering the program and establishing student eligibility and awards. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. These studies found large amounts of student and institutional error in the campus-based student aid programs, including the SEOG program (III.4, III.5). The most recent study of this problem is the Integrated Quality Control Measurement Project for 1988-89 which has just been completed. The results have not been officially released at this time.

Outcomes

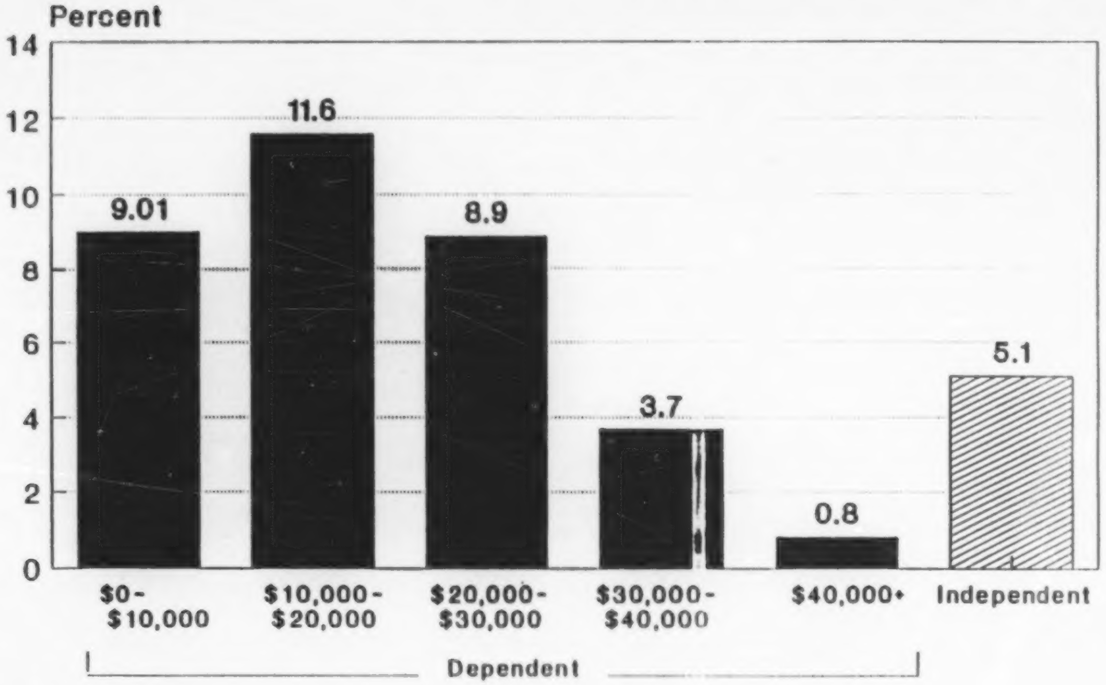
Recent analyses of data from the National Postsecondary Student Aid Study (NPSAS), taken in the fall of 1986-87, found that:

- 96 percent of SEOG loan recipients received other Federal student financial aid.
- Across all incomes, SEOG recipients fund approximately 10 percent of their college expenses with their grants. This percentage declines slightly to 9 percent for independent students.
- The percent of students participating in the SEOG program varies by dependency status and income. Figure 1 shows that about 10 percent of dependent students with incomes less than $30,000 received SEOG aid. This declines to less than 4 percent of all dependent students with family incomes between $30,000 and $40,000 and less than 1 percent for those with incomes over $40,000. Approximately 5 percent of independent students are SEOG recipients.

(Source: III.6)

Figure 1

Percent of Undergraduates Participating in SEOG Program by Type of Student and Family Income



NOTE: Includes only students enrolled during the fall term.

SOURCE: U.S. Department of Education, 1987 National Postsecondary Student Aid Study.

Improvement Strategies

As part of the Department's quality-control program, mandatory verification was extended in FY 1987 to include, along with other Federal student aid programs, the SEOG program. Mandatory verification requires submission by students and review by institutions of documentation on key items in the student aid application form. Mandatory verification is expected to reduce student misreporting in the program.

In addition, the Institutional Quality Control Pilot Project (III.5) has been implemented to assess the feasibility of developing an institutionally based quality-control system for the Title IV programs.

III. SOURCES OF INFORMATION

1. Program data, staff communication from Campus-Based Program section.
2. Fiscal Operations Report 1983-84, 1984-85, 1985-86, 1986-87, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.
3. The Condition of Education (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1989 edition).
4. Title IV Quality Control Project 1985-86 (Reston, VA: Advanced Technology Inc., June 1987), secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget and Evaluation, U.S. Department of Education.
5. Institutional Quality Control Pilot Project (Reston, VA: Advanced Technology Inc., June 1987).
6. National Postsecondary Student Aid Study, 1987, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education.

IV. PLANNED STUDIES

1. The next planned Quality Control Measurement Project would begin in 1991-92. This follows a pattern of studies at three year intervals, i.e., the recently completed study began in 1988-89.
2. Repetition of the National Postsecondary Student Aid Study at three-year intervals.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Hill, (202) 708-8963

Program Studies : Robert Bart, (202) 401-0182

STATE STUDENT INCENTIVE GRANTS
(CFDA No. 84.069)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 3, as amended (20 U.S.C. 1070c to 1070c-4) (expires September 30, 1991).

Purpose: To help the States develop and expand State-sponsored grant and work-study assistance to students attending postsecondary educational institutions.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$19,000,000	1985	$76,000,000
1975	20,000,000	1986	72,732,000
1980	76,750,000	1987	76,000,000
1981	76,750,000	1988	72,762,000
1982	73,680,000	1989	71,889,000
1983	60,000,000	1990	59,181,000
1984	76,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

State Student Incentive Grant (SSIG) awards are available to full-time and part-time students attending postsecondary institutions at the undergraduate and graduate levels. Students must demonstrate substantial financial need based on formulas established by the States and approved by the Secretary of Education. All States make awards to full-time students. Reporting of awards to part-time students has been discontinued although it is unlikely that any significant change will be made in the number of States exercising this option. In 1988-89 nine States served graduate as well as undergraduate students, and of the 57 eligible entities (50 States plus outlying areas), 13 allowed students to use their grants to attend out-of-State institutions.

Services

Participation: In the 1988-89 academic year, SSIG Federal funds of $71.9 million, matched by the States for a total of at least $145 million (some States provide much more than just the required equal match but it is difficult to identify the distribution of these funds), were distributed to 258,851 recipients, with awards averaging $562. Including over matching and other non-SSIG State aid programs, the States distributed over $1.6 billion in aid grants--up from about $1.5 billion in the previous year. In 1988-89 the average award for all State grant programs was $1,093.

Federal SSIG funds accounted for nearly 4.5 percent of all 1988-89 State grant dollars awarded to students for postsecondary study. Of the 28 entities that did not have grant programs before SSIG, 20 now provide more than a 50-50 match of the Federal allotment. In 13 participating entities, the Federal SSIG allotment continues to make up more than 20 percent of the total State grant programs. Two entities - American Samoa and Palau - no longer participate in the SSIG program.

Distribution By Sector: The distribution of program funds and of aid recipients across different sectors of postsecondary education has varied only slightly over the past five years. As shown in Tables 1 and 2, public 4-year institutions account for 40 percent of the total dollars and half of SSIG recipients awarded. Private 4-year institutions have about half as many participants as public 4-year schools but an equal share of the dollars-the private share actually exceeded the public share in four of the six years - so that awards at private schools are nearly twice the size of awards at public institutions.

TABLE 1

PERCENTAGE DISTRIBUTION OF SSIG FUNDS BY TYPE OF INSTITUTION
AWARD YEAR 1983-84 to 1988-89

Award Year	Four Year Public	Four Year Private Nonprofit	Two Year Public & Private Nonprofit	Proprietary
1988-89	40.5	43.0	14.1	2.4
1987-88	42.1	43.4	12.8	1.7
1986-87	44.6	39.7	12.8	2.9
1985-86	43.5	39.6	14.6	2.3
1984-85	41.7	42.2	12.8	3.2
1983-84	41.0	43.4	13.7	2.0

Source: III.1.

TABLE 2

PERCENTAGE DISTRIBUTION OF SSIG RECIPIENTS BY TYPE OF INSTITUTION AWARD YEAR 1983-84 to 1988-89

Award Year	Four Year Public	Four Year Private Nonprofit	Two Year Public & Private Nonprofit	Proprietary
1988-89	49.9	24.7	23.0	2.4
1987-88	51.8	26.1	20.4	1.7
1986-87	51.9	26.9	18.4	2.8
1985-86	51.5	24.7	21.5	2.3
1984-85	51.8	26.8	18.6	2.8
1983-84	50.5	29.6	17.8	2.1

Source: III.1.

Distribution by Income: SSIG awards go primarily to lower income students. Table 3 shows the percentage of SSIG recipients with family incomes below $20,000 per year (not adjusted for inflation) over a six-year span. If real incomes levels were used e.g., constant 1983-84 dollars, the percentages shown in Table 3 would surely increase with time. The average SSIG award for 1988-89 fell $115 from the 1987-88 value. This may be a result of a regulatory change allowing States to use Federal funds for more than half of the amount of an individual award as long as the dollar-for-dollar matching requirement is satisfied at the overall State program level.

TABLE 3

PERCENTAGE OF SSIG RECIPIENTS WITH LOW FAMILY INCOMES

Year	Percent of SSIG Recipients With Incomes Less Than $20,000 Per Year (Not Adjusted for Inflation)	Average SSIG Award (all recipients)
1988-89	74.7	$562
1987-88	76.6	$687
1986-87	75.9	$644
1985-86	76.3	$609
1984-85	75.8	$594
1983-84	77.0	$579

Source: III.1.

Program Administration

Each State designates an agency to be responsible for the administration of SSIG funds. The agency may be part of the State government, the State's education department, the organization managing other State grant or loan programs, or a designated corporation acting for the State. The agency receives Federal SSIG funds, matches them at least dollar for dollar with State funds, and distributes them to students (or to institutions for disbursement to students) eligible under the SSIG program.

States determine which institutions are eligible to participate in the SSIG program, although all public and private nonprofit institutions of higher education are eligible to participate unless specifically excluded in the State's constitution or by a State law enacted before October 1, 1978. In addition, 35 States include proprietary (private, for-profit) institutions in their SSIG programs.

Improvement Strategies: States are provided with checking procedures (edits) with which to review their data to assure accuracy. In addition, the Department reviews all State reports for the accuracy of application and performance data. Department staff review edits annually to refine them and to improve data quality. In addition, the Department provides case-by-case assistance to the States regarding various administrative aspects of the program and distributes appropriate guidance to all participating entities.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Sellers, (202) 708-4607

Program Studies : Robert Bart, (202) 401-0182

GUARANTEED STUDENT LOAN PROGRAMS
(CDFA No. 84.032)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-B, as amended (20 U.S.C. 1071-1087-2) (expires September 30, 1991).

Purpose: To help financially needy undergraduate and graduate students meet the costs of their education at participating postsecondary institutions by encouraging private lenders to provide Federally subsidized and insured long-term loans to students and their parents.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$ 10,000,000	1984	$2,256,500,000
1970	74,726,000	1985	3,799,823,000
1975	580,000,000	1986	3,265,941,000
1980	1,609,344,000	1987	2,717,000,000
1981	2,535,470,000	1988	2,565,000,000
1982	3,073,846,000	1989	4,066,828,000
1983	3,100,500,000	1990 (est.)	3,826,314,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

The Guaranteed Student Loan (GSL) program include four component programs--the Stafford Loan program which provides Federal reinsurance and subsidies on loans for eligible undergraduate, graduate, and professional students; the Supplemental Loans for Students (SLS) program which provides reinsurance on loans for graduate and professional students, as well as independent undergraduate students; the Parent Loans for Undergraduate Students (PLUS) program which provides Federal reinsurance on loans to parents of dependent undergraduate and graduate students to help them meet their dependent's cost of education; and the Consolidation Loan program which allows a borrower to consolidate eligible student loans. GSLs are available to help students who attend participating postsecondary institutions and meet the applicable eligibility criteria.

Students receiving a Stafford Loan must also demonstrate financial need based on the cost of education and the ability of the student or the student's family to pay this cost. The calculation of need is based on a Congressionally specified formula that analyzes the financial data of the student and/or the student's family. SLS and PLUS loans are not need based and may be used to offset the student or parent borrower's expected contributions towards the cost of education.

Services

Loan Volume: In FY 1990, the amount of loans reinsured by the Guaranteed Student Loan programs was $12.3 billion. The number of loans totaled 4.5 million. Table 1 shows the loan amount and number of loans for three of the individual GSL programs.

TABLE 1

NUMBER, VOLUME AND PERCENT OF TOTAL GSLs BY PROGRAMS
1989-90 AWARD YEAR

	Number of Loans (in thousands)	Loan Volume (in millions)	Percent of Loan Volume
Stafford Loans	3,624	$ 9,723	78.8
SLS Loans	624	$ 1,749	14.2
PLUS Loans	271	$ 872	7.0
Total GSLs	4,519	$12,344	100.0

Source: III.1.

Distribution by Income: Table 2 shows the percentage distribution of Stafford Loan recipients by type of student and family income for the 1986-87 award year based on fall 1986 enrollment.

- Among dependent undergraduates, about 56 percent of Stafford Loan recipients had family incomes of less than $30,000 (roughly median family income), and 44 percent had family incomes greater than $30,000.
- Independent undergraduates and graduate students accounted for 37 percent and 10 percent, respectively, of all Stafford Loan recipients.
- Average Stafford Loan awards did not vary much by income level or dependency status except for graduate students who had an average loan amount that was roughly twice that of undergraduate students.

TABLE 2

PERCENTAGE OF DISTRIBUTION OF STAFFORD LOAN RECIPIENTS BY TYPE OF STUDENT AND FAMILY INCOME 1986-87 AWARD YEAR 1/

	Dependent Undergraduates by Family Income					Independent		
	Under $10,000	$10,000- $19,999	$20,000- $29,999	$30,000- $39,999	$40,000+	Under- graduates	Graduate Students	All 2/
Percent of recipients	7.2	10.6	11.8	10.6	12.7	37.4	9.7	100.0 %
Percent of aid awarded	6.3	9.5	10.9	9.3	10.9	35.0	18.2	100.1 %
Average award	$2,164	$2,227	$2,298	$2,196	$2,146	$2,324	$4,648	$2,489

1/ Most recent available data. New NPSAS data will be available in 1991.

2/ Rows may not add to 100 percent because of rounding.

SOURCE: III.2.

Table 3 shows that among undergraduate borrowers, the largest percentage of awards went to those attending public institutions. Borrowers attending proprietary institutions received almost the same percentage of loans as did those attending private institutions. Among graduate students, the majority of these loans went to students attending private graduate and professional schools.

TABLE 3

PERCENTAGE DISTRIBUTION OF STAFFORD LOAN
RECIPIENTS BY CONTROL OF INSTITUTION AND STUDENT LEVEL
1986-87 AWARD YEAR 1/

	Undergraduate	Graduate	All
Public	41.5	42.2	41.6
Private	29.7	57.8	32.4
Proprietary	28.8	--	26.1
All 2/	100.0	100.0	100.1

1/ Most recent available data. New NPSAS data will be available in 1991.

2/ Row does not add to 100.0 percent because of rounding.

Source: III. 2.

Program Administration

Program Operations: The Guaranteed Student Loan programs make low-interest, long-term loans available to help students attending participating postsecondary schools. The current interest rate for new Stafford Loan borrowers is 8 percent for the first four years after the borrower enters repayment and 10 percent for the remainder of the repayment period. SLS and PLUS loan borrowers pay an annual interest rate that varies with the 91-day Treasury bill rate, or 12 percent, whichever is lower.

The program uses private loan capital supplied primarily by commercial lenders. Lenders receive interest subsidies and special allowance on eligible Stafford Loans to offset the below market interest rate they charge for a Stafford Loan. Lenders do not receive interest benefits for SLS or PLUS loans but may receive special allowance if the variable rate exceeds 12 percent. Borrowers generally have a maximum of ten years to repay a GSL loan.

These loans are guaranteed by individual State or private, nonprofit guarantee agencies which are reinsured by the Federal government. Guarantee agencies receive an administrative cost allowance of 1 percent of new annual loan volume but pay a reinsurance premium to the Federal government of 0.25 percent of loan volume amounts borrowed under the Guaranteed Student Loan programs.

Maximum Loan Limits: Under the Stafford Loan program, first or second year students may borrow up to $2,625 per year; 3rd, 4th, or 5th year students may borrow up to $4,000 per year; graduate or professional students may borrow up to $7,500 per year. The aggregate maximum borrowing limit for an undergraduate student in the Stafford Loan program is $17,250; graduate and professional students have an aggregate maximum borrowing limit of $54,750 which includes amounts borrowed as an undergraduate. Under the PLUS Loan program, for each dependent student, a parent may borrow a maximum of $4,000 per academic year with an aggregate limit of $20,000. Under the SLS program, a student may generally borrow up to $4,000 per academic year with an aggregate limit of $20,000. Students enrolled in programs that are less than one academic year in length may borrow up to $2,500 or $1,500 depending on the ratio of the length of the program of study to the academic year at the school. Students attending schools with a default rate of 30 percent or greater are not eligible to receive a SLS loan.

Student Loan Defaults: During FY 1990, the Department continued publicizing details on the nature and extent of the default problem:

- The Federal government projects that defaults on GSLs will cost taxpayers about $2.4 billion in FY 1990. Default costs will represent about 45 percent of program expenditures.
- Default costs have increased almost ten-fold since FY 1981, rising from $235 million to an estimated $2.4 billion in FY 1990.
- Although the Department of Education has increased collections on defaulted loans from $65 million in FY 1981 to an estimated $702 million in FY 1990, an estimated $9.0 billion of defaulted GSL will be outstanding at the end of FY 1990.

- Default rates vary by the type and control of the institution attended. The FY 1988 cohort default rate is defined as the percentage of borrowers who entered repayment status in FY 1988 that defaulted in FY 1987 and FY 1988. The FY 1988 cohort rates which are the most recent available are:

Type and Control	Default Rate
Proprietary	26.9
Public 2-year	16.5
Private 2-year	12.2
Public 4-year	6.1
Private 4-year	6.0

- Using the FY 1988 cohort default rate, nearly 4.1 percent, or 43 schools, had default rates above 60 percent. In contrast, 3,759 schools had default rates below 20 percent, accounting for 72 percent of the schools. These figures exclude those postsecondary institutions with fewer than 30 borrowers entering repayment status in FY 1988.

Outcomes

Analyses from the National Postsecondary Student Aid Study (NPSAS), by the Department's Planning and Evaluation Service, show that:

- Over half of the Stafford Loan recipients received other types of Federal financial aid during the 1986-87 academic year.

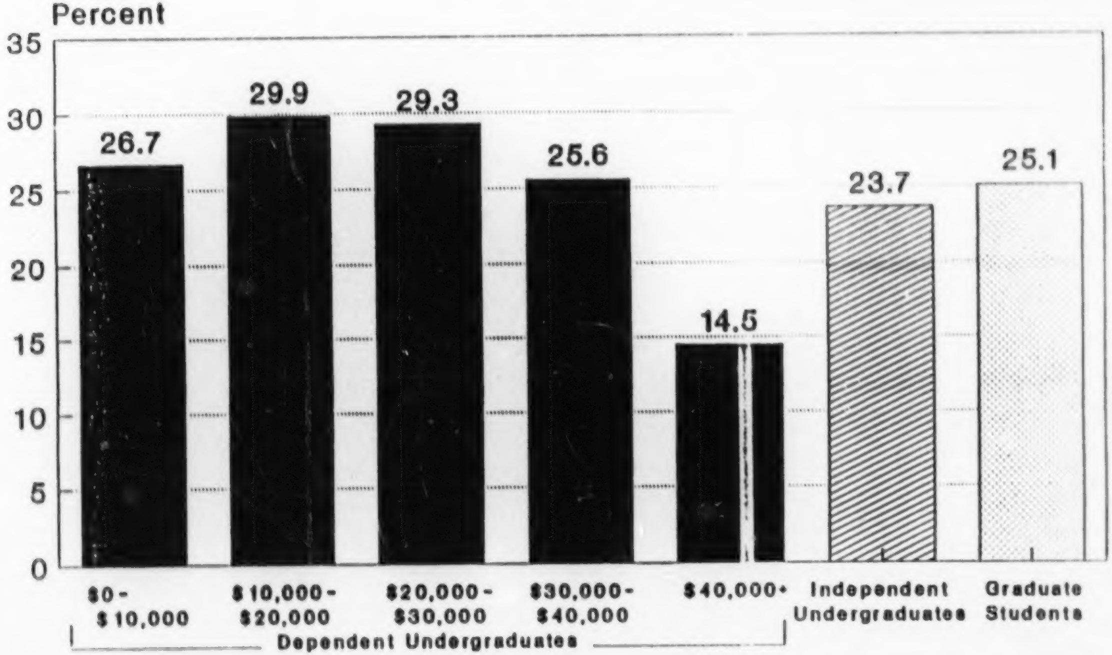
- Stafford borrowers depend quite heavily on their loans to meet college expenses. Dependent undergraduates from families with incomes less than $30,000 (roughly median family income) pay approximately 37 percent of their college costs with GSLs compared with 33 percent for students with family incomes at or above $30,000. Independent undergraduates fund approximately 33 percent of their college costs and graduate students fund approximately 46 percent of their college costs with GSLs.

- The percentage of students participating in the GSL program varies by dependency status and income. Figure 1 shows that the participation rate is highest, 30 percent, among dependent undergraduates with family incomes between $10,000 and $30,000 and declines with an increase in income.

- Approximately one-quarter of independent undergraduates and graduate students are GSL recipients.

Figure 1

Percent of Students Participating in GSL Program by Type of Student and Family Income



NOTE: Includes only students enrolled during the fall term.

SOURCE: U.S. Department of Education, 1987 National Postsecondary Student Aid Study.

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- Defaulters were four times more likely than non-defaulters to begin their postsecondary education without a high school diploma. Of this group of defaulters, approximately 40 percent had not received a general educational development certificate (GED).

- Defaulters were more than twice as likely as non-defaulters to have dropped out of their postsecondary program.

- Defaulters were more than twice as likely to be unemployed or underemployed (earning less than $10,000) than non-defaulters at the time when repayment was scheduled to begin.

- Defaulters had fewer and smaller loans, which indicates that defaulters attended postsecondary institutions for fewer years or went to relatively inexpensive institutions. This statistic may be explained in part by the fact that a significantly larger percentage of defaulters than non-defaulters attended proprietary institutions with programs usually lasting no more than two years.

Improvement Strategies

In FY 1989, the Department announced a comprehensive default initiative that combines regulatory, legislative, and administrative measures to increase accountability in, and cut costs of, the GSL program. Final regulations, published on June 5, 1989, require that:

- Schools with default rates above 30 percent must pay pro-rata tuition refunds to GLS borrowers who drop out before the halfway point of a course of study or in the first six months, whichever is earlier;

- Schools with default rates above 20 percent must develop and submit to the Department default management plans to address the causes and reduce the incidence of default; and

- All schools must provide entrance counseling to first-time borrowers.

The Omnibus Budget Reconciliation Act of 1989 also requires that:

- All schools must delay disbursing loans to first-time borrowers until 30 days after the first day of class;

- SLS loans cannot be made to any undergraduate student attending an institution having a cohort default rate of 30 percent or greater for the most recent fiscal year; and

- Students admitted to an institution on the basis of the ability to benefit from the training offered must receive a high school diploma, a GED or its equivalent in order to be eligible for assistance under the SLS program.

The Department also published a booklet, Reducing Student Loan Defaults: A Plan for Action. The booklet describes the rising cost of defaults, which types of students default, and the most common reasons for default. It also contains recommendations on what steps can be taken by postsecondary institutions, lenders, guarantee agencies, accrediting agencies, States, and the Federal government to reduce defaults. The booklet recommends that:

- Schools counsel all students on their loan responsibilities, work closely with lenders to reduce defaults, improve the quality of their education, and establish good job placement programs;

- Lenders communicate effectively with student borrowers during all phases of the loan process, use effective collection techniques, and carefully monitor organizations that service guaranteed student loans;

- State guarantee agencies monitor lenders and postsecondary institutions and fully enforce all established laws and regulations, help institutions in their default reduction efforts, and help lenders collect repayments before loans enter default but diligently pursue collections when they do.

III. SOURCES OF INFORMATION

1. Program files.

2. National Postsecondary Student Aid Study 1986-87 school year. Data Files. (Washington, DC: National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education).

3. Reducing Student Loan Defaults: A Plan for Action (Washington DC: Office of Planning, Budget and Evaluation, U.S. Department of Education).

IV. PLANNED STUDIES

Repetition of National Postsecondary Student Aid Study in 1991.

An evaluation of default reduction efforts at selected institutions will be conducted during 1991 and 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Gary Beanblossom, (202) 708-8242

Program Studies : Dan Morrissey, (202) 401-0182

CARL D. PERKINS LOAN PROGRAM
(CFDA No. 84.038)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part E, as amended (20 U.S.C. 1087aa-1087hh) (expires September 30, 1991).

Purpose: To help financially needy undergraduate and graduate students meet the costs of education by providing low-interest, long-term loans through the postsecondary institutions.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1959	$ 30,900,000	1983	$178,600,000
1960	40,700,000	1984	161,100,000
1965	145,000,000	1985	192,500,000
1970	188,800,000	1986	181,800,000
1975	321,000,000	1987	188,000,000
1980	286,000,000	1988	185,736,000
1981	186,000,000	1989	183,507,000
1982	178,600,000	1990	135,129,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

Perkins Loans are available to undergraduate and graduate students who attend participating postsecondary institutions and meet certain other criteria (e.g., have a high school diploma or its equivalent or demonstrate ability to benefit from the education). Students must also demonstrate financial need based on the cost of education and the ability of the student and/or the student's family to pay this cost. The calculation of need is based on a Congressionally specified formula applied to the financial data of the student and/or the student's family. Final eligibility and award amounts are determined by the postsecondary institution based on the amount of funds available at the institution and the institution's aid-packaging philosophy.

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Services

Participation: In the 1988-89 award year, the most recent year for which information is available, 692,064 students received Perkins Loans awards averaging $1,263 per loan.

Distribution by Income: Table 1 shows the percentage distribution of Perkins Loans in 1988-89 by the dependency status of the student and level of family income:

- About 21.4 percent of all dependent Perkins Loan recipients have family incomes greater than $30,000.
- Independent undergraduates and graduate students account for about 29 percent and about 12.3 percent of all Perkins Loan recipients, respectively.
- Average awards do not vary much by income level. However, graduate students have an average loan amount nearly double that of undergraduate students, probably because of their higher costs and their independent status.

Distribution by Sector: Table 2 displays the distribution of Perkins Loan funding by type of institution since 1983-84.

- Consistent with the formula by which Perkins Loan funds are allocated, the distribution of program funds across different sectors of postsecondary education has remained fairly stable over the four-year period.
- Public nonprofit, private, and proprietary schools received 49.4, 45.3, and 5.3 percent of program funds, respectively, for 1988-89.

Distribution by Dependency Status and Educational Level: Table 3 shows the distribution of Perkins Loans by students' dependency status and level of education. The composition of recipients has remained very stable over this period. In 1989-90, dependent and independent undergraduate students, and graduate students, comprised 52.8, 27.0, and 20.2 percent, respectively, of all Perkins Loan awards during that year.

Table 1

PERCENTAGE DISTRIBUTION OF PERKINS LOANS BY DEPENDENCY STATUS AND LEVEL OF INCOME 1988-89 AWARD YEAR

	Dependent Undergraduate Family Income						Independent Under-graduates	Graduate Students	All
	Under $6,000	$6,000 $11,999	$12,000-$17,999	$18,000-$23,999	$24,000-$29,999	Above $30,000			
% of recipients	4.7	6.1	8.2	9.1	8.7	21.4	29.5	12.3	100.0
% of aid awarded	4.1	5.3	7.2	8.4	8.0	19.8	27.0	20.2	100.0
Average award	$1,065	$1,091	$1,112	$1,159	$1,165	$1,166	$1,160	$2,084	$1,263

Source: III.1.

Table 2

PERCENTAGE DISTRIBUTION OF PERKINS LOAN AWARDS BY CONTROL OF INSTITUTION
1984-85 to 1989-90 AWARD YEARS

Award Year	Public	Private	Proprietary
1988-89	49.4	45.3	5.3
1987-88	48.9	45.0	6.1
1986-87	49.2	44.1	6.7
1985-86	48.9	44.7	6.4
1984-85	49.9	43.8	6.2
1983-84	49.7	43.5	6.8

SOURCE: III.3.

Table 3

PERCENTAGE DISTRIBUTION OF PERKINS LOANS BY DEPENDENCY STATUS AND LEVEL OF EDUCATION, 1983-84 to 1989-90 AWARD YEARS

	Undergraduates		Graduate
Award Year	Dependent	Independent	Students
1988-89	52.8	27.0	20.2
1987-88	56.3	25.0	18.7
1986-87	56.2	26.3	17.4
1985-86	56.6	25.4	18.0
1984-85	57.1	25.0	17.8
1983-84	58.3	24.3	17.4

SOURCE: III.1.

Program Administration

The Department of Education allocates Perkins Loan funds to postsecondary education institutions based on the amount the institution expended in the 1985-86 award year, less a default penalty, plus an increase based on their fair share of total institutional apportionments for that year. Institutions then distribute these funds to eligible students according to their own aid-packaging philosophy.

To receive a Perkins Loan, students must meet certain categorical eligibility criteria and demonstrate financial need (the cost of their attendance must exceed their expected family contribution, Pell Grant, and other financial aid received). Institutions determine the distribution of loans among eligible applicants and must give priority relative to those with the largest financial need. An eligible student may receive maximum cumulative loans of $4,500 for the first two years of undergraduate study, a cumulative total of $9,000 for undergraduate study, and a cumulative total of $18,000 for undergraduate and graduate study combined.

Borrowers do not pay any interest while in school and during the grace period but pay a 5 percent annual rate of interest while the loan is in repayment.

Institutions are mainly responsible for administering the program. They determine which eligible students receive awards, and how much they receive. The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. These studies found large amounts of student and institutional error in the campus-based student aid programs.

Outcomes

At the end of FY 1988, Perkins Loan funds at postsecondary institutions had a current value of $4.54 billion. Cumulative defaults totaled $730 million and cumulative write-offs of uncollected loans totaled $78 million. At the end of this same period, $662 million in defaulted loans had been assigned to the Department for collection.

Recent analyses from the National Postsecondary Student Aid Study (NPSAS), by the Department's Planning and Evaluation Service, found that:

- 93 percent of Perkins Loan recipients received other Federal student financial aid.
- Among Perkins Loan recipients, dependent undergraduates from families with less than $30,000 (roughly median income) pay approximately 15 percent of their college costs with Perkins Loans compared to 13 percent for students with family incomes at or above $30,000. Independent undergraduates fund approximately 16 percent and graduate students fund approximately 17 percent of their college costs with Perkins Loans.

- The percentage of students participating in the Perkins Loan program varies by dependency status and income. Figure 1 shows that the participation rate is highest, about 10 percent, among dependent undergraduates with family incomes between $10,000 and $30,000 and declines sharply with an increase in income. Approximately 4 percent of independent undergraduates and 5 percent of graduate students are Perkins Loan recipients (III. 4).

These data pertain to the 1986-87 school year and are the most recent available data. New NPSAS data will be available in 1991.

Improvement Strategies

As part of the Department's quality-control program, mandatory verification was continued in FY 1990 to include, along with other Federal student aid programs, applicants for Perkins Loans. Mandatory verification requires submission by students and review by institutions of documentation on key items in the student aid application form. Mandatory verification is expected to reduce student misreporting in the program.

III. SOURCES OF INFORMATION

1. Program data.

2. The Condition of Education (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1989 edition).

3. Fiscal Operations Report 1988-89, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.

4. National Postsecondary Student Aid Study 1986-87. Data files. (Washington, DC: National Center for Education Statistics, Office of Educational Research Improvement, U.S. Department of Education).

IV. PLANNED STUDIES

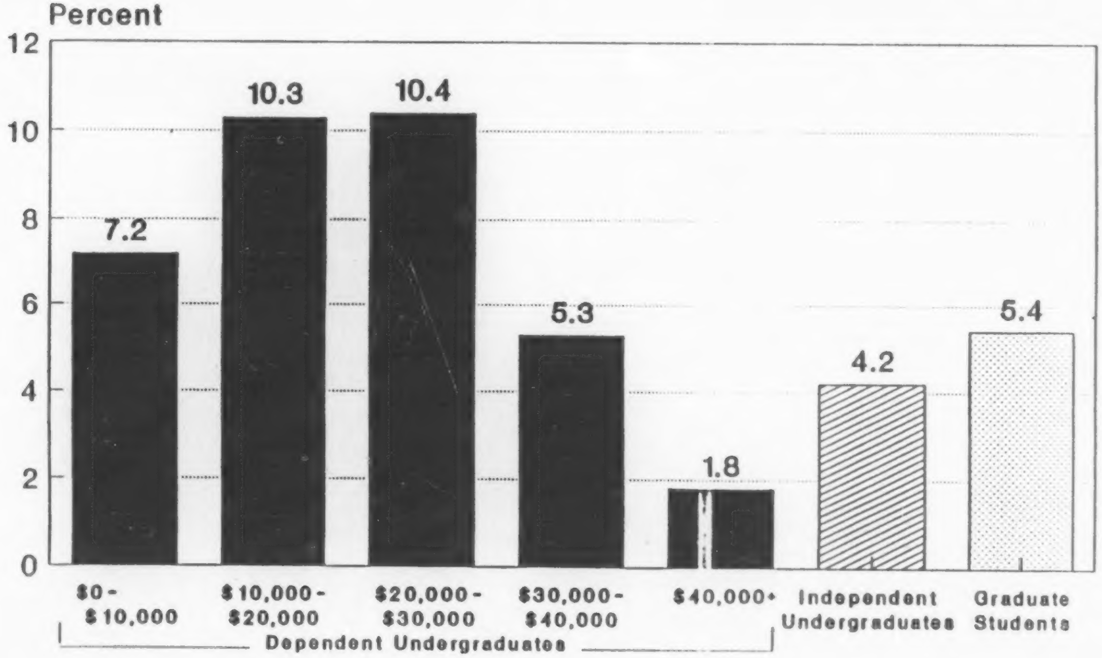
The Integrated Quality-Control Measurement project has been completed and will be released in the winter of 1990-91. This study provides current estimates of the level of error in the Title IV progams, evaluates the effects of previous corrective actions taken to reduce error, and identifies further corrective actions that might be taken to improve program administration.

Program Operations: Paul Z. Hill, (202) 708-8963

Program Studies : Dan Morrissey, (202) 401-0182

Figure 1

Percent of Students Participating in Carl D. Perkins Loan Program by Type of Student and Family Income



NOTE: Includes only students enrolled during the fall term.

SOURCE: U.S. Department of Education, 1987 National Postsecondary Student Aid Study.

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COLLEGE WORK-STUDY PROGRAM
(CFDA No. 84.033)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part C, as amended (42 U.S.C. 2751-2756a) (expires September 30, 1991).

Purpose: To help financially needy undergraduate and graduate students to meet the costs of their education at participating postsecondary institutions by helping institutions to provide on- and off-campus part-time employment for students.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1965	$ 55,710,000	1984	$555,000,000
1970	152,460,000	1985	592,500,000
1975	420,000,000	1986	567,023,000
1980	550,000,000	1987	592,500,000
1981	550,000,000	1988	588,249,000
1982	528,000,000	1989	610,097,000
1983	590,000,000	1990	601,765,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

College Work-Study (CWS) jobs are available to undergraduate and graduate students who attend participating postsecondary institutions and meet certain other criteria (e.g., have a high school diploma or its equivalent or demonstrate ability to benefit from the education). Students must also demonstrate financial need based on the cost of education and the ability of the student and/or the student's family to pay this cost. The calculation of need is based on a Congressionally specified formula applied to the financial data of the student and/or the student's family. Final eligibility and award amounts are determined by the postsecondary institution based on the amount of funds available at the institution and the institution's aid-packaging philosophy.

Services

Participation: According to program data, 672,692 students received awards averaging $930 in the 1988-89 award year (the most recent year for which data is available).

Distribution by Sector: Table 1 shows the distribution of CWS funds across types of institutions between 1983-84, when this type of data began to be collected, and 1988-89. The portions of funds going to public, private nonprofit, and proprietary institutions has remained similar throughout this period, with public institutions receiving slightly more than half of all funds disbursed (approximately 55 percent), private nonprofit institutions receiving the next largest share (approximately 43 percent), and proprietary institutions receiving a very small portion of funds (approximately 2 percent).

Table 1

PERCENTAGE DISTRIBUTION OF CWS AID BY TYPE OF INSTITUTION
1983-84 to 1988-89 Award Years

Award Year	Public	Private Nonprofit	Proprietary
1988-89	54.4	43.3	2.3
1987-88	54.9	42.6	2.5
1986-87	56.3	42.0	1.8
1985-86	55.8	42.8	1.4
1984-85	56.6	42.1	1.3
1983-84	56.6	41.9	1.6

SOURCE: III. 1.

Distribution by Dependency Status and Educational Level: During the mid-1980s, increasing shares of program funds were being awarded to dependent undergraduates, while the portion of funds to graduate students was decreasing. These trends appear to have stabilized (Table 2). In 1988-89 undergraduates received approximately 95 percent of all CWS funds, and approximately three-fourths of these funds were awarded to dependent students.

Table 2

PERCENTAGE DISTRIBUTION OF CWS AID BY DEPENDENCY STATUS
AND LEVEL OF EDUCATION
1983-84 to 1988-89 Award Years

Award Year	Undergraduates Dependent	Undergraduates Independent	Graduate Students
1988-89	69.8	25.6	4.6
1987-88	71.3	24.2	4.5
1986-87	64.5	26.8	8.6
1985-86	63.8	25.9	10.2
1984-85	64.1	25.8	10.0
1983-84	64.7	25.2	10.0

SOURCE: III.1.

Distribution by Income: The percentages of recipients, total aid, and average awards vary by type of student and level of income. In 1988-89, the average award for dependent undergraduates ranged from $771 to $876, depending on family income. The average award for independent undergraduates was somewhat larger ($989). Graduate students received the largest awards, however, with an average amount ($1,889) double that of undergraduate students. Due to large award sizes, graduate students represent a disproportionate share of CWS funds. Although they constituted only 4.6 percent of all recipients, graduate students received 9.5 percent of all program funds (Table 3).

There are several reasons for the larger award amounts for graduate students. First, the nature of jobs funded through CWS often differs for graduates and undergraduates. Graduate positions are frequently specialized, salaried positions which pay better than undergraduate wages. Second, because there are fewer need-based aid programs available to graduate students than to undergraduates, graduate students may depend on College Work-Study funds to meet a larger portion of their financial need. Graduate students may also have higher levels of need. The average aid amount awarded to post-baccalaureate aid recipients enrolled in the fall of 1986 was $10,762, compared to $3,813 for undergraduate aid recipients enrolled at the same time (III.7 and III.8).

TABLE 3

PERCENTAGE DISTRIBUTION OF CWS AWARDS BY TYPE OF STUDENT AND FAMILY INCOME 1988-89 AWARD YEAR

	Dependent Undergraduates by Family Income								
	Under $6,000	$6,000 $11,999	$12,000- $17,999	$18,000- $23,999	$24,000- $29,999	$30,000+	Independent Under-graduates	Graduate Students	All
Percent of recipients	8.6	8.8	9.7	9.7	9.1	23.9	25.6	4.6	100
Percent of aid awarded	7.2	8.0	9.1	9.1	8.3	21.6	27.2	9.5	100
Average award	$771	$847	$876	$874	$864	$834	$989	$1,889	$930

SOURCE: III. 3.

Program Administration

The disbursement of awards is a two-step process. First, the Department of Education allocates funds to eligible postsecondary institutions according to a formula that incorporates a guaranteed minimum (based on expenditures in the 1985-86 award year) and increases (based on a measure of institutional need). Second, institutions distribute these funds to eligible students according to their own financial aid packaging philosophies. CWS funds generally cover 80 percent of student work funds; institutions or other sources are responsible for the remaining 20 percent. Institutions determine which eligible students receive awards and how much they receive.

The accuracy of award determinations and disbursements at the institutional level has been evaluated in several quality-control studies. These studies found large amounts of student and institutional error in the campus-based student aid programs, including CWS. One such study (III. 4) reported the following:

- Errors affecting need were found in 77.2 percent of the cases sampled. These errors resulted in estimated $500 million net overstatement of need for the campus-based programs. Most errors (80 percent) were attributable to misreporting by students.

- Situations in which campus-based awards actually exceeded need were estimated to occur in 22.5 percent of cases and to account for $265 million. Awards in excess of need were evenly divided between institutions and students as to their source of error.

Improvement Strategies

As part of the Department's quality-control program, mandatory verification was continued in FY 1990 to include, along with other Federal student aid programs, the CWS program. By law, up to 30 percent of all financial aid applications can be verified. Each year, the Department requests that institutions verify this portion of financial aid applications, selecting those that have been identified by a computer model as suspected errors. Verification requires submission by students and review by institutions of documentation on key items in the student aid application form (such as tax forms and asset estimates). Verification is expected to reduce student misreporting in the program.

In addition, the Institutional Quality-Control Pilot Project (III. 4) has been implemented to assess the feasibility of developing an institutionally based quality-control system for the Title IV programs.

Outcomes

The National Postsecondary Student Aid Study (NPSAS) (III. 5) surveyed students enrolled in the fall of 1987 and found that:

- More than 90 percent of CWS recipients received other Federal student financial aid.
- Among CWS recipients, dependent students from families with less than $30,000 (roughly median family income) paid approximately 18 percent of their higher education costs with CWS funds, compared to 13 percent for students with family incomes at or above $30,000. Independent undergraduates funded approximately 21 percent and graduate students funded approximately 18 percent of their higher education costs with CWS funds.
- The percentage of students participating in the CWS program varied by dependency status and income. Figure 1 shows that the participation rate was highest, 12 percent, among dependent undergraduates with family incomes between $10,000 and $20,000 and declined sharply as income increased. Two percent of dependent undergraduates with family incomes greater than $40,000 received CWS. Approximately 4 percent of independent undergraduates and 2.5 percent of graduate students were CWS recipients.

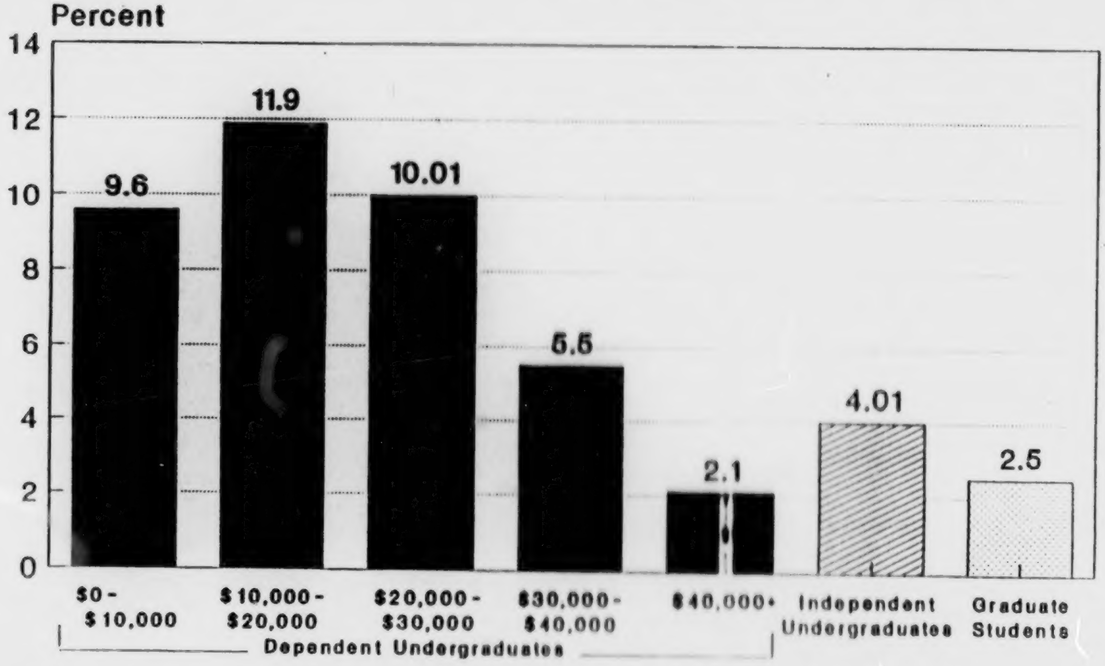
A 1985 study found a positive correlation between work and college persistence. Between 1980 and 1984, 93 percent of first-year students who worked during the academic year stayed in school that year, compared to 83 percent of students who did not work (III. 6).

III. SOURCES OF INFORMATION

1. Program data.
2. The Condition of Education (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, 1989 edition).
3. Fiscal Operations Report 1988-89, unpublished tables from Campus-Based Analysis Section, Office of Student Financial Assistance, U.S. Department of Education.

Figure 1

Percent of Students Participating in CWS Program by Type of Student and Family Income



NOTE: Includes only students enrolled during the fall term.

SOURCE: U.S. Department of Education, 1987. National Postsecondary Student Aid Study.

4. Title IV Quality-Control Project 1985-86 (Reston, VA: Advanced Technology, Inc.) Secondary data analysis by the Postsecondary Education Division, Office of Planning, Budget and Evaluation, U.S. Department of Education.
5. 1987 National Postsecondary Student Aid Study (Washington, DC: National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education).
6. College Students Who Work: 1980-1984 Analysis Findings from High School and Beyond (Washington, DC: National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education).
7. Undergraduate Financing of Postsecondary Education: A Report of the 1987 National Postsecondary Student Aid Study (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, June 1988).
8. Student Financing of Graduate and Professional Education: A Report of the 1987 National Postsecondary Student Aid Study (Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education, March 1989).

IV. PLANNED STUDIES

A draft report of the Integrated Quality-Control Measurement Study has been produced by the Department of Education and will be released in FY 1991. This study provides current estimates of the level of error in the Title IV programs, evaluates the effects of previous corrective action taken to reduce error, and identifies further actions that might be taken to improve program administration.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Paul Hill, (202) 708-8963

Program Studies : Valentina Tikoff, (202) 401-0182

UPWARD BOUND
(CFDA No. 84.047)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and 417C, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1a) (expires September 30, 1991).

Purpose: To generate among low-income youths and potential first-generation college students the skills and motivation necessary for success in education beyond high school. The goal of the program is to increase the academic performance and motivation of eligible enrollees so that they may complete secondary school and successfully pursue postsecondary educational programs.

Funding History

Fiscal Year	Allocation 1/	Fiscal Year	Allocation 1/
1967	$28,000,000	1984	$ 70,754,376
1970	29,600,000	1985	73,614,193
1975	38,331,000	1986	72,338,636
1980	62,500,000	1987	74,548,185
1981	66,501,000	1988	80,413,638
1982	63,720,000	1989	93,584,398
1983	68,366,514	1990	100,781,325

1/ The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all six Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement program, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program's objectives include improved rates of high school graduation for disadvantaged students (Goal 2), improved preparation for college (Goal 3), a special new emphasis on math and science (Goal 4), and increased rates of college access and retention for disadvantaged, predominantly minority group students (Goal 5).

Population Targeting

To participate in the program, students must be between the ages of 13 and 19 (except for veterans), enrolled in high school, planning to go to college, and need the services in order to fulfill their goals. Participants are selected based upon recommendations from their counselors, teachers, and social agencies. In every given project, two-thirds of the participants must be low-income persons (defined as 150 percent of poverty or less) who are also potential first-generation college students.

Services

Upward Bound (UB) grants are designed to improve college access and completion by assisting high school students ages 13 through 19 who are low income and/or potential first-generation college students. Upward Bound attempts to generate skills and motivation necessary for success in education beyond high school among low income and potential first-generation college students who are enrolled in high school.

FY 1990 Awards	Regular	Math/Science Summer Program
Number of new projects	25	29
Number of continuation projects	476	0
Average award	$204,721	$118,620
Number of persons served	36,323	1,346
Average Federal cost per participant	$2,844	$2,555

There are approximately 500 Upward Bound grantees. Most grants are made to institutions of higher education, and in a few cases to public and private nonprofit agencies and secondary schools. Grants are usually for three years duration. In FY 1990, the Department awarded additional funds to 27 Upward Bound grantees to establish summer programs emphasizing math and science learning.

Students are recruited for participation in Upward Bound through their high schools. Typically several high schools "feed" students into the program. There are approximately 3,300 "feeder" high schools in the country. Students in UB programs generally participate in an intensive six to eight week summer residential program held on a college campus. They continue to receive services during the school year, typically on weekends or after school.

The following services are typically provided in the academic year and summer components of the project:

- -- instruction in reading, writing, study skills, math and other subjects necessary for success in education beyond high school;
- -- academic, financial, or personal counseling;
- -- exposure to cultural events;
- -- tutorial services;
- -- information on student financial assistance;
- -- assistance in completing college admissions testing, college admissions applications, and financial aid applications; and
- -- exposure to a range of career options.

Program Administration

Programs may be sponsored by institutions of higher education, public and private nonprofit agencies, and in exceptional cases, secondary schools. Competitions are held every three years.

Prior experience points are given to grant applicants that have conducted an Upward Bound project within three prior years. Up to 15 points can be awarded based on the applicant's prior experience as an Upward Bound grantee. This is intended to promote continuity in the delivery of services.

Outcomes

A study of the Upward Bound program was completed by the Applied Systems Institute in 1984 (III.2). The findings, based on data in the High School and Beyond Survey, were as follows:

- o Disadvantaged youths who were in Upward Bound were more likely than comparable nonparticipants to apply to college, obtain financial aid, attend college, and persist in college for one year after high school.

- o During their first three semesters, Upward Bound students earned significantly more college credits than comparable nonparticipants.

- o College retention rates 21 months after high school dropped to a level no longer significantly greater than the rates for comparable nonparticipants.

Improvement Strategies

Strategies to improve the Upward Bound program undertaken in the past year include:

- A math/science initiative; and
- Department review of Upward Bound as well as all other TRIO programs in preparation for reauthorization of the Higher Education Act.

III. SOURCES OF INFORMATION

1. Program files.
2. Steven M. Jung and Applied Systems Institute, Reanalysis of High School and Beyond Data to Estimate the Impact of Upward Bound (Washington, DC: Applied Systems Institute, 1984).

IV. PLANNED STUDIES

The Department of Education is currently analyzing the effects of participation in Upward Bound using existing longitudinal data from the High School and Beyond Survey and the National Longitudinal Survey of the High School Class of 1972. A large-scale evaluation of Upward Bound is planned to begin in FY 1992.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Goldia Hodgdon, (202) 708-4804

Program Studies : David Goodwin, (202) 401-0182

TALENT SEARCH
(CFDA No. 84.044)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and 417B, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1) (expires September 30, 1991).

Purpose: To identify qualified youths with potential for postsecondary education, to encourage them to complete secondary school and to enroll in postsecondary education programs, to publicize the availability of student financial aid, and to increase the number of secondary and postsecondary school dropouts who reenter an educational program.

Funding History

Fiscal Year	Allocation 1/	Fiscal Year	Allocation 1/
1967	$ 2,492,000	1984	$17,628,233
1970	5,000,000	1985	20,728,468
1975	6,000,000	1986	19,606,841
1980	15,300,000	1987	20,384,105
1981	17,113,000	1988	22,228,872
1982	17,057,594	1989	26,012,469
1983	17,057,594	1990	27,034,092

1/ The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all six Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement program, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Services provided through Talent Search (TS) are designed to increase rates of high school graduation and improve college preparation and access for a disadvantaged, largely minority population (Goals 2, 3, and 5).

Population Targeting

Talent Search projects serve disadvantaged young people between the ages of 12 and 27 years old. In each project, two-thirds of the participants must be low income persons (from families with incomes less than 150 percent of poverty) who are also potential first-generation college students.

Services

Similar to Upward Bound, the program's primary goal is to encourage students to graduate from high school and attend some form of postsecondary education. Talent Search (TS) also encourages high school dropouts to return to school. Central features in TS are the emphasis on community outreach, and the heavy reliance on personal, academic, and financial aid counseling. Talent Search provides a limited level of service per participant, in contrast to Upward Bound, where per capita costs are 20 times greater.

Services provided by Talent Search projects include:

- academic, financial, or personal counseling;
- career exploration and aptitude assessment;
- assistance with the re-entry process to high school or college;
- information on postsecondary education;
- information on student financial assistance; and
- assistance in completing college admissions testing, college admissions application, and financial aid application.

Beginning in FY 1989, priority was placed on serving younger students in the seventh and eighth grades. Fifty-eight current projects received supplemental funds to assist about 8,000 seventh and eighth grade students with such services as mentoring, enhanced parental involvement, study skills, and high school follow-up.

Program Administration

Competitions for funds are held every three years. Most grants are made to community based organizations and institutions of higher education. Prior experience points are given to grant applicants that have conducted a Talent Search project within three prior years. Up to 15 points can be awarded on the applicant's prior experience as a Talent Search grantee. This is intended to promote continuity in the delivery of services. In the FY 1988 competition, of grants awarded, 154 (87 percent) went to previous grantees.

	FY 1990
Number of new projects	0
Number of continuation projects	177
Average award	$152,741
Number of persons served	185,298
Average Federal cost per participant	$146

Outcomes

A study of the Talent Search and Educational Opportunity Centers programs completed in 1985 by the College Entrance Examination Board (III.2) examined data from 11 local Talent Search projects and annual performance and other program data collected by the Department of Education. The study concluded that it is difficult to evaluate program effectiveness because no common method governs the way the projects collect and report data to the program's performance-reporting system; hence it is impossible to measure aggregate program performance.

Improvement Strategies

The Department recently completed a review of Talent Search and all other TRIO programs in preparation for reauthorization of the Higher Education Act.

III. SOURCES OF INFORMATION

1. Program files.

2. Paul L. Franklin, Helping Disadvantaged Youths and Adults Enter College: An Assessment of Two Federal Programs (Washington, DC; College Entrance Examination Board, 1985).

IV. PLANNED STUDIES

The National Council of Educational Opportunity Associations has received a Ford Foundation grant to collect descriptive information about program practices in Talent Search.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Goldia Hodgdon, (202) 708-4804

Program Studies : David Goodwin, (202) 401-0182

EDUCATIONAL OPPORTUNITY CENTERS
(CFDA No. 84.066)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Sections 417A and 417E, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1c) (expires September 30, 1991).

Purpose: To provide information on financial and academic assistance available to qualified adults who want to enroll in postsecondary education and to help them apply for admission.

Funding History

Fiscal Year	Allocation 1/	Fiscal Year	Allocation 1/
1975	$3,000,000	1985	$ 9,209,468
1980	7,700,000	1986	8,813,523
1981	8,000,674	1987	9,209,531
1982	7,800,000	1988	11,162,663
1983	7,800,000	1989	11,508,875
1984	8,101,898	1990	11,901,990

1/ The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all six Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement program, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program serves adults seeking postsecondary education (Goal 5).

Population Targeting

Participants must reside in the target area served by the Educational Opportunity Center, be age 19 or above, and need services in order to pursue postsecondary education. In any given project, at least two-thirds of the students must be low-income persons who are also potential first-generation college students. If the services of a Talent Search program are not available in the target area, persons under 19 may be served. Competitions are held every three years.

Services

An Educational Opportunity Centers (EOC) may provide any of the following services:

- academic, financial, or personal counseling;
- career exploration and aptitude assessment services;
- assistance with the re-entry process to high school or college;
- information on postsecondary educational oppportunities;
- assistance in completing applications for college admissions, testing, and financial aid;
- coordination with nearby postsecondary institutions; and
- activities designed to involve and acquaint the community with higher education opportunities.

	FY 1990
Number of new projects	0
Number of continuation projects	40
Average award	$290,292
Number of persons served	109,491
Average Federal cost per participant	$109

Program Administration

Educational Opportunity Centers programs may be sponsored by institutions of higher education, public and private nonprofit agencies, and, in exceptional cases, secondary schools.

A system of prior experience points gives preference to grant applicants that have conducted an Educational Opportunity Center within three prior years. Up to 15 points can be awarded based on the applicant's prior experience as an EOC grantee. This is intended to promote continuity in the delivery of services. In the FY 1988 competition, 33 grants (80 percent) went to previous grantees.

Outcomes

A study of the Talent Search and Educational Opportunity Center programs completed in 1985 by the College Entrance Examination Board (III.2) examined data from six EOCs and the annual performance and other program data collected by the Department of Education. The researchers concluded that it is difficult to evaluate program effectiveness because no common method governs the way the projects collect and report data to the program's performance-reporting system and because no standard definition of "client" exists for recordkeeping and reporting; hence it is impossible to measure aggregate program performance.

Improvement Strategies

In FY 1990, the Department reviewed all TRIO programs, including EOC, in preparation for reauthorization of the Higher Education Act.

III. SOURCES OF INFORMATION

1. Program files.
2. Paul C. Franklin, Helping Disadvantaged Youth and Adults Enter College: An Assessment of Two Federal Programs (Washington, DC; College Entrance Examination Board, 1985).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Goldia Hodgdon, (202) 708-4804

Program Studies : David Goodwin, (202) 401-0182

STUDENT SUPPORT SERVICES
(CFDA No. 84.042)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 417A and 417D, as amended by P.L. 99-498 (20 U.S.C. 1070d, 1070d-1b) (expires September 30, 1991).

Purpose: To identify low-income, first-generation, or physically handicapped college students who are enrolled or accepted for enrollment by participating postsecondary institutions and to provide them with necessary support services to pursue programs of postsecondary education successfully.

Funding History

Fiscal Year	Allocation 1/	Fiscal Year	Allocation 1/
1970	$10,000,000	1985	$70,083,664
1975	23,000,000	1986	67,070,000
1980	60,000,000	1987	70,961,949
1981	63,885,326	1988	90,809,664
1982	60,702,406	1989	85,390,077
1983	60,555,892	1990	90,898,662
1984	67,294,974		

1/ The allocations represent the amount allocated administratively by the Department of Education from funds appropriated jointly for all six Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement program, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Student Support Services is intended to improve rates of college completion for disadvantaged students, many of whom are minority group members (Goal 5).

Population Targeting

Program participation is directed towards low-income, first-generation, or physically disabled college students who need support programs to successfully pursue programs of postsecondary education. In any given project, two-thirds of the participants must be both low-income and first-generation college students.

Services

The 704 projects funded under the Student Support Services program during FY 1990 provided a range of services to more than 174,000 postsecondary students across the country. The services provided include instruction; academic, career, and personal counseling; tutoring; financial aid; services for limited English proficiency students; and exposure to cultural events.

	FY 1990
Number of new projects 1/	704
Number of continuation projects	0
Average award	$129,118
Number of persons served	124,286
Average Federal cost per participant	$522

1/ "New projects" refers to grants awarded at the beginning of a three year cycle.

According to a 1985 Inspector General's audit report (III.2) there were significant problems in the documentation of student eligibility and services provided to students. In some institutions, there was duplication of services between these programs and State funded programs.

Program Administration

Student Support Services programs may only be sponsored by institutions of higher education. Each applying institution must be prepared to assure that the full financial needs of each participant will be met. Competitions for Student Support Services funding are held every three years. Second- and third-year funding is based on approval of a non-competing continuation application.

Prior experience points are given to grant applicants that have conducted a Student Support Services project within three prior years. Up to 15 points can be awarded according to the applicant's prior experience in service delivery. In the FY 1990 competition, of 663 grants awarded, 91.5 percent went to previous grantees.

The General Accounting Office (GAO) conducted a review of the Student Support Services program for the fiscal years 1978 through 1980 (III.3). GAO reported the following findings relating to inadequate feedback about accomplishments of the program:

- There is no assurance that the program goals and project objectives are being met.
- Projects lack specific objectives to increase retention and graduation rates.
- Local project reports to the program managers are inaccurate and incomplete.
- Failure to reach objectives is not reported.
- Program management is inadequate.

Outcomes

A longitudinal evaluation of the Student Support Services program (III.4) was conducted on students who would normally have been in their fourth year of college. The study had the following major findings:

- Students with the greatest need for services are the least likely to succeed in college.
- There was no clear evidence that various types of academic assistance were related to college persistence, but non-academically oriented freshman services were positively associated with college persistence.
- Moderate levels of support services were more effective than no services or the most intensive services.
- Students who received moderate levels of services apparently had fewer academic deficiencies to overcome than those who received more intensive services.
- Almost 60 percent of the participants were still enrolled in postsecondary education three years after entry, and most were full-time students.
- Academic support services received after the freshman year were relatively less successful in improving long-term academic performance.

A meta analysis (III.5) measuring the effects of support services (not just Student Support Services grantees) for high risk college students found that newer programs tended to show greater effects on students' grade point average than older programs; programs emphasizing other than remedial instruction showed greater effects; and program effects of any kind were negligible in community colleges.

Improvement Strategies

The Department recently reviewed all TRIO programs, including Student Support Services, in preparation for reauthorization of the Higher Education Act. In FY 1991, a program initiative is planned to emphasize transfers from two-year to four-year colleges.

III. SOURCES OF INFORMATION

1. Program files.
2. Office of the Inspector General, "Results of OIG's Limited Review of the Special Programs for Disadvantaged Students" (Washington, DC: U.S. Department of Education, 1985).
3. "Report on the Special Services for Disadvantaged Students Program" (Washington, DC: U.S. General Accounting Office, November 12, 1982).
4. Follow-up Evaluation of the Special Services for Disadvantaged Students Program (Santa Monica, CA: System Development Corporation, 1983).
5. Kulik, Chen-Len, Kulik, James A., and Shwalb, Barbara J. "College Programs for High Risk Disadvantaged Students: A Meta Analysis of Findings," Review of Education Research, 53 (Fall 1983): 397-414.

IV. PLANNED STUDIES

The Department began an evaluation of the Student Support Services program in October 1990. In addition, the Department is: a) analyzing the effects of supplemental services using existing data from the High School and Beyond Survey and the National Longitudinal Survey of the High School Class of 1972; and b) compiling descriptive data from grantee submitted performance reports.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: May Weaver, (202) 708-4804

Program Studies : David Goodwin, (202) 401-0182

VETERANS' EDUCATION OUTREACH PROGRAM
(CFDA No. 84.064)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 420A, as amended by P.L. 100-50 (20 U.S.C. 1070e-1) (expires September 30, 1991).

Purpose: To encourage colleges and universities to serve the special educational needs of veterans, especially service-connected disabled veterans, other disabled or handicapped veterans, incarcerated veterans, and educationally disadvantaged veterans.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$25,000,000	1985	$3,000,000
1975	31,250,000	1986	2,871,000
1980	14,380,000	1987	3,000,000
1981	6,019,000	1988	2,872,000
1982	4,800,000	1989	2,838,000
1983	3,000,000	1990	2,801,000
1984	3,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by encouraging postsecondary institutions to provide educational services for veterans.

Population Targeting

The Veterans' Education Outreach program (VEOP) was created in FY 1986 as a replacement for the former Veterans' Cost of Instruction program (VCIP), which was authorized in FY 1972. In FY 1976, there were approximately 910,000 veterans enrolled in postsecondary education and receiving VCIP services and by FY 1990 there were 139,000 veterans receiving VEOP services.

As shown in Table 1, in FY 1990 there was an increase in the number of institutional grants over $10,000 and a decrease in institutional grants under $10,000. As a result, the average award increased by 2.6 percent.

Services

Table 1

Number of Awards by Award Value, Fiscal Years 1985-1989

Fiscal Year	1985	1986	1987	1988	1989	1990
Average Award	$5,025	$5,336	$5,464	$5,555	$5,479	$5,624
$5,000 or less	411	369	353	334	342	318
$5,001-$10,000	113	100	125	108	114	107
$10,001-$40,000	66	62	57	64	58	71
$40,001+	7	7	14	11	4	2
Total	597	538	549	517	518	498

The Veterans' Education Outreach program provides formula grants to institutions of higher education (IHEs) based on the number of enrolled veterans receiving veterans' educational benefits or vocational rehabilitation services. For an institution to be eligible to receive an award, it must enroll at least 100 veterans with honorable discharges. Additional payments are made for enrolled veterans who are educationally disadvantaged or disabled.

The payment is determined by formula: $300 per full-time equivalent undergraduate eligible veteran; $150 per educationally disadvantaged or disabled veteran; and $100 per full-time equivalent veteran with an honorable discharge who does not receive veteran's educational benefits. These payments are ratably reduced if the amount appropriated is not sufficient to pay the amounts to which all institutions are entitled. Current legislation limits an IHE's total award to $75,000.

Institutions receiving VEOP funds must maintain an Office of Veterans' Affairs and provide outreach and recruitment programs, counseling and tutorial services, and special education programs for veterans, with special emphasis on services for physically disabled, incarcerated, and educationally disadvantaged veterans.

With $10,000 or 1 percent of the funds, whichever is less, the VEOP is required to collect information annually about exemplary programs and disseminate that information to institutions of higher education. The VEOP selected five experts who choose 37 exemplary programs among 400 submissions. A report on these 37 exemplary programs is available from the program office.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ronald D. Amon, (202) 708-7861

Program Studies : Jim Maxwell, (202) 401-0182

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
(CFDA No. 84.116)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title X, Part A, Section 1001-1005, Title X, Part C, Section 1061-63, as amended by P.L. 99-498 (20 U.S.C. 1135-1135a-3) (expires September 30, 1991).

Purpose: To provide grants to support innovative projects that will encourage the reform and improvement of postsecondary education.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1973	$10,000,000	1985	$12,710,000
1975	11,500,000	1986	12,163,000
1980	13,500,000	1987	13,700,000
1981	13,500,000	1988	13,117,000
1982	11,520,000	1989	13,310.000
1983	11,710,000	1990	13,183,000
1984	11,710,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Fund for the Improvement of Postsecondary Education addresses Goal 4 by funding projects designed to increase the number of undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering.

Population Targeting

Proposals may be submitted by two- and four-year colleges and universities (accredited and nonaccredited) community organizations, libraries, museums, nonprofit trade and technical schools, unions, consortia, student groups, local government agencies, nonprofit corporations, and associations.

Services

The Fund for the Improvement of Postsecondary Education makes awards under four programs. The main program is called the Comprehensive program; the other three are the Lectures program, Innovative Projects for Student Community Service, and Final Year Dissemination Grants.

In FY 1990, the vast majority of funds ($11,617,198) were awarded through the Comprehensive program. The other three programs were funded at much lower levels--Innovative Projects for Student Community Service received $1,481,000, Final Year Dissemination Grants received $54,802 and the Lectures program received $30,000.

In FY 1990, the Comprehensive program supported 171 grants on a wide range of issues, including curriculum reform, access and retention of minority and nontraditional students, assessment of academic program quality, faculty development, teacher training, graduate and professional education, international education, education for a changing economy, and educational technology.

The Lectures program funds a lecture series on topics vital to higher education. The six grants made this year focused on the implications of student demographic changes and other significant issues affecting higher education.

The 28 grants awarded under the Innovative Projects for Student Community Service encourage student participation in community service activities in exchange for educational services or for financial assistance to reduce educational debt.

Under the Final Year Dissemination Grants program, Comprehensive program projects that are judged to be of particular value are provided additional funds to promote their findings. FIPSE made seven such grants in FY 1990.

Program Administration

This year's award priorities were improving the educational climate on campus, reducing racial tension, international education, combining subject mastery with teaching technique in teacher education, assessment of learning, and financial reforms and their effects on quality and access. Priorities are set by FIPSE with the advice of the National Advisory Board.

III. SOURCES OF INFORMATION

1. Program files.
2. Surveys of funded projects.

IV. PLANNED STUDIES

The Fund for the Improvement of Postsecondary Education is conducted an internal study to identify the principles that underlie successful program development. A report titled "Lessons Learned," which drew on information from final reports of projects and from questionnaires of grantees, was released in fall 1990.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Thomas G. Carroll, (202) 708-5750

Program Studies : Gregory Henschel, (202) 401-0182

TRAINING PROGRAM FOR SPECIAL PROGRAMS STAFF AND LEADERSHIP PERSONNEL
(CFDA No. 84.103)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Section 417A and 417F, as amended by P.L. 100-418 (20 U.S.C. 1070d, 1071d-1d) (expires September 30, 1991).

Purpose: To provide training for staff employed, or preparing for employment, in the Upward Bound, Student Support Services, Talent Search, Educational Opportunity Centers, and Ronald E. McNair Post-Baccalaureate Achievement programs.

Funding History

Fiscal Year	Allocation 1/	Fiscal Year	Allocation 1/
1978	$2,000,000	1985	$1,302,975
1980	2,000,000	1986	957,000
1981	1,000,000	1987	1,006,000
1982	960,000	1988	1,229,179
1983	960,000	1989	1,279,181
1984	960,000	1990	1,547,790

1/ The allocations represent the amount allocated administratively by the Department from funds appropriated jointly for all six Special Programs for Disadvantaged Students: Upward Bound, Talent Search, Educational Opportunity Centers, Student Support Services, Ronald E. McNair Post-Baccalaureate Achievement program, and the Training Program for Special Programs Staff and Leadership Personnel.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

By providing training for staff employed in various special programs for disadvantaged students Goal 2 (high school completion), Goal 3 (improved academic performance for minorities), Goal 4 (math and science achievement), and Goal 5 (college completion) are addressed.

Services/Administration

The training grants are designed to improve the participants' skills in leadership, management, accounting for Federal funds, providing student support services, and evaluating the impact of project services. The 15 continuation projects funded in FY 1990 will provide training to an estimated 1,576 staff members of the Special Programs for Disadvantaged Students. The trend in the Training program has been toward the development of proposals focused on regional rather than nationwide training workshops. This trend has resulted in the funding of additional projects rather then increasing awards to established projects.

The Training program supports short-term training institutes, workshops, and inservice training programs to improve the skills of staff and leaders. Training topics include student retention, services to handicapped, learning disabled and English-as-a-Second-Language student, evaluation of program impact, and project management with emphasis on accountability for funds and services. Training includes manuals and other written materials that the trainees retain for future reference and use in training other project staff members.

Table 1

DISTRIBUTION OF AWARDS, FISCAL YEAR 1990

	FY 1990
Number of projects	15
Average award	$103,186
Number of participants (est.)	1,750
Average Federal cost per participant	$885
Budget authorization	$1,547,790

Source: III.1.

Improvement Strategies

The Training program will issue a new performance report form to improve program reporting and management.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: May J. Weaver, (202) 708-4804

Program Studies : David Goodwin, (202) 401-0182

AID FOR INSTITUTIONAL DEVELOPMENT
(CFDA No. 84.031)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title III, as amended by P.L. 99-498 (20 U.S.C. 1051-1069f) (expires September 30, 1991).

Purpose: To help institutions of higher education that have limited financial resources and serve significant percentages of low-income and minority students to become financially self-sufficient.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 30,000,000	1984	$134,416,000
1970	30,000,000	1985	141,208,000
1975	110,000,000	1986	135,136,000
1980	110,000,000	1987	147,208,000
1981	120,000,000	1988	152,370,000
1982	134,416,000	1989	174,577,000
1983	134,416,000	1990	196,170,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

The Institutional Aid programs consist of five components:

1. Strengthening Institutions (Part A) supports three funding competitions for discretionary grants: one-year planning grants, three-year renewable development grants, and four- or five-year development grants which may not be renewed until an amount of time equal to the number of years of the grant has passed. Institutions may use their Part A funds to plan, develop, and implement activities for: faculty and academic program development, funds and administrative management, joint use of libraries and laboratories, acquisition of equipment to be used in strengthening fiscal management and academic programs, and student services.

   When the Part A appropriation equals or exceeds $60.5 million, not less than $51.4 million must be made available to two-year institutions, and 25 percent of the funds in excess of $60.5 million must be made available to eligible minority institutions.

2. Strengthening Historically Black Colleges and Universities (HBCUs) (Part B) is a formula grant program for HBCUs designed to help improve their programs and management and enhance educational opportunities for students. It also is intended to facilitate a decrease in reliance on governmental financial support and to encourage reliance on endowments and private sources. Part B funds may be used to establish or strengthen the physical plants, financial management, academic resources, and endowments of HBCUs.

   A Part B eligible institution is any accredited, legally authorized HBCU that was established prior to 1964 and whose principal mission was, and is, the education of black Americans. The appropriation is allotted among HBCUs according to the number of Pell Grant recipients among currently enrolled students (50 percent), number of graduates (25 percent), and percentage of graduates attending graduate or professional school in degree programs in which blacks are underrepresented (25 percent). The statute provides for a $350,000 minimum allotment for each eligible institution.

3. The Strengthening Historically Black Graduate Institutions Program (Part B, Section 326) provides no more than two five-year grants to the following five postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Atlanta University, and Tuskegee Institute of Veterinary Medicine. Except for Morehouse School of Medicine, which is authorized to receive $3 million, each institution is limited to $500,000 unless the institution agrees to match the grant. Institutions may use Section 326 grants for any Part B purpose, and to establish an endowment or a development office to increase contributions from private sources.

4. The Challenge Grant Program (Part C, Section 331) is not currently funded. Multiyear awards made before FY 1983 ended in FY 1987.

5. Endowment Challenge Grants (Part C, Section 332) enable eligible institutions to establish or increase institutional endowment funds. The Federal grant and the institution's matching funds (which together make up the endowment corpus) must be invested in low-risk securities such as a Federally insured bank savings account or a comparable interest bearing account, certificate of deposit, money market fund, or mutual fund. For a 20-year period after the grant is awarded, institutions may not spend the endowment corpus but may spend up to one-half of the interest earned on any institutional expense.

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In general, two-year, four-year, or graduate institutions that are eligible for Part A or B are also eligible for endowment challenge grants. An institution may receive up to two endowment grants in any five-year period. Individual grants may not exceed $500,000 or be less than $50,000 and must be matched dollar-for-dollar by the institution. However, if the Part C appropriation exceeds $10 million, the Federal-institutional match for endowment challenge grants of $1 million or more is $2 Federal to $1 institutional; recipients of such grants are prohibited from reapplying for a period of 10 years.

The distribution of funds to Title III institutions has remained relatively constant since 1987. Analysis of Tables 1 and 2 reveals the following concerning the distribution of Title III funds:

- Support for HBCUs increased 69 percent from FY 1987 to FY 1990, from $58 million to $98 million. Between FY 1989 and FY 1990, funding for HBCUs increased 19 percent, slightly less than the 20 percent increase in total program funding.
- Support for Hispanic institutions decreased from FY 1987 to FY 1988 and has remained low through FY 1990.
- Overall in FY 1990, 38 percent of Title III funds went to two-year public institutions. However, this percentage varied greatly according to the part of the program from which funds were received. Under Part A, 71 percent of funds went to two-year public institutions while 7 percent of Part B funds went to these schools.

TABLE 1

INSTITUTIONAL AID PROGRAM OBLIGATIONS BY INSTITUTION RACIAL/ETHNIC IDENTIFICATION AND INSTITUTIONAL TYPE AND CONTROL FISCAL YEARS 1987, 1988, AND 1989

	FY 1987			FY 1988			FY 1989 1/		
Institutional Racial/Ethnic Identification	Number of Awards	Obligations (000's)	% of Total Dollars	Number of Awards	Obligations (000's)	% of Total Dollars	Number of Awards	Obligations (000's)	% of Total Dollars
Historically Black	117	$57,876	39.3%	112	$76,140	50.0%	109	$82,575	48.6%
Predominately Black	16	4,031	2.7	13	2,778	1.8	12	3,932	2.3
White	306	69,971	47.5	269	63,896	41.9	233	70,391	41.4
American Indian	10	1,777	1.2	7	1,569	1.0	11	4,402	2.6
Asians/Pacific Islanders	7	3,040	2.1	3	1,322	0.9	7	2,891	1.7
Hispanic	31	10,641	7.2	20	6,651	4.4	20	5,743	3.4
Total	487	$147,336	100.0%	424	$152,356	100.0%	392	$169,935	100.0%
Type and Control									
Four-Year Private	115	$41,482	28.2	92	$39,188	25.7%	92	$40,874	24.1
Four-Year Public	99	34,587	23.5	82	38,768	25.5	70	46,200	27.2
Two-year Private	22	5,602	3.8	17	4,301	2.8	21	7,826	4.6
Two-Year Public	246	60,664	41.2	228	60,526	39.7	204	64,167	37.8
Graduate	5	5,000	3.4	5	9,574	6.3	5	10,868	6.4
Total	487	$147,330	100.1%	424	$152,357	100.0	372	$169,935	100.0%

Source: Program files.

1/ Includes a supplemental for 4-year schools that were ratably reduced in FY 1988 due to the 2-year set aside.

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TABLE 2
INSTITUTIONAL AID PROGRAM OBLIGATIONS BY INSTITUTIONAL RACIAL/ETHNIC IDENTIFICATION AND INSTITUTIONAL TYPE AND CONTROL
FISCAL YEAR 1990, PART

Institutional Racial/Ethnic Identification	PART A Strengthening Institutions		PART B Strengthening HBCUs		PART C Endowment 1/		TOTALS		Percentage of Total Dollars
	# Awards	Obligations	# Awards	Obligations	# Awards	Obligations	# Awards	Obligations	
Historically Black	1	$491,142	103	$95,366,000	2	$2,007,996	106	$97,865,138	50.0%
Predominately Black	14	$3,644,577	---	---	---	---	14	$3,644,577	1.9%
White	227	$66,404,806	---	---	15	$11,375,004	242	$77,779,810	39.7%
American Indian	15	$3,085,466	---	---	1	$2,500,000	16	$5,585,466	2.9%
Asians/Pacific Islanders	5	$1,713,320	---	---	---	---	5	$1,713,320	0.9%
Hispanic	30	$7,571,689	---	---	3	$1,760,000	33	$9,331,689	4.8%
Total	292	$82,911,000	103	$95,366,000	21	$17,643,000	416	$195,920,000	100.0%
Type and Control									
Four-Year Private	53	$12,802,370	41	$30,321,875	5	$8,710,000	99	$51,834,245	26.5%
Four-Year Public	30	$8,191,603	41	$44,758,200	1	$1,007,996	72	$53,957,799	27.5%
Two-Year Private	12	$2,794,640	6	$2,100,000	1	$250,000	19	$5,144,640	2.6%
Two-Year Public	197	$59,122,387	10	$6,717,925	14	$7,675,000	221	$73,515,316	37.5%
Graduate	---	---	5	$11,468,000	---	---	5	$11,468,000	5.9%
Total	292	$82,911,000	103	$95,366,000	21	$17,643,000	416	$195,920,000	100.0%

Source: Program files.

1/ Estimates were made for Part C on the basis of current endowment commitments.

Improvement Strategies

Technical assistance workshops were held to improve proposals and projects.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joan DeSantis, (202) 708-8832

Program Studies : Jim Maxwell, (202) 401-0182

MINORITY SCIENCE IMPROVEMENT PROGRAM (MSIP)
(CFDA No. 84.120)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title X, Part B, Subpart 1, Sections 1021-1024, as amended by P.L. 99-498 (20 U.S.C. 1135b-1135b-3; 1135d-1135d-6) (expires September 30, 1991).

Purpose: To improve science and engineering education at predominantly minority institutions and to increase the participation of underrepresented ethnic minorities in scientific and technological careers.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1972	$5,000,000	1985	$5,000,000
1975	5,000,000	1986	4,785,000
1980	5,000,000	1987	5,000,000
1981	5,000,000	1988	5,266,000
1982	4,800,000	1989	5,307,000
1983	4,800,000	1990	5,416,000
1984	4,800,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program's objectives include an emphasis on achievement in math and science (Goal 4).

Population Targeting

Private and public two-year and four-year institutions of higher education are eligible for Minority Science Improvement Program (MSIP) if their enrollments are predominantly (50 percent or more) American Indian, Alaskan native, black, Hispanic, Pacific Islander, or any combination of these or other disadvantaged ethnic minorities who are underrepresented in science and engineering. Nonprofit, science-oriented organizations and professional scientific societies are also eligible if they provide a needed service to a group of institutions eligible for MSIP including in-service training for project directors, scientists, or engineers.

Table 1

DISTRIBUTION OF FUNDS BY MINORITY GROUP FOR FY 1988-1990

Minority Group	Number of Eligible Institutions	FY 1988		FY 1989		FY 1990	
		Amount	Number	Amount	Number	Amount	Number
Alaskan Native	4	$ 0	0	$ 0	0	$ 19,850	1
American Indian	28	710,501	6	426,300	4	1,081,120	6
Historically Black	100	3,217,453	24	2,195,821	17	2,175,760	15
Hispanic (Mexican)	27	44,156	1	1,032,671	5	44,201	1
Predominantly Black	27	186,989	1	257,553	1	497,716	2
Pacific Islander/Asian	4	210,570	1	0	0	0	0
Puerto Rico	43	881,015	6	734,101	7	765,496	3
Combination	35	0	0	613,758	5	638,860	5
Non Minority	-	14,729	1	46,759	1	192,993	2
Total	268	$5,265,413	40	$5,306,963	40	$5,415,996	35*

*This is number of schools. Table 2 is number of awards -- 3 schools received 2 awards.

As shown in Table 1, only approximately 15 percent of eligible institutions receive funding in a given year. Over time, however, a much larger percentage of eligible schools receive funds--72 percent of eligible institutions received MSIP grants between FY 1972 and FY 1989. The largest share of funds goes to Historically Black institutions which received 40 percent of the appropriation in FY 1990. This represents a decline since FY 1988 when Historically Black institutions received over 60 percent of program funding.

Services

As presented in Table 2, four categories of grants are supported with MSIP funds:

- Design Project grants provide assistance to minority institutions to plan and develop long-range science improvement programs. The grants have a maximum duration of one year and an award size of up to $20,000.
- Institutional Project grants provide assistance to individual minority institutions to support implementation of comprehensive science improvement plans, which may include any combination of activities designed to improve the preparation of minority students for careers in science. These grants have a maximum duration of three years and a maximum award size of $300,000.
- Cooperative Project grants assist groups of nonprofit, accredited colleges and universities to work together to conduct science improvement projects. These grants have a maximum duration of three years and maximum award size of $300,000.
- Special Project grants support activities that improve the quality of training in science, mathematics and engineering; enhance minority institutions' general scientific research capabilities; provide needed services to groups of eligible minority institutions; or provide inservice training for project directors and faculty from eligible minority institutions. These grants have a maximum duration of two years and a maximum award size of $150,000.

Over $19.5 million has been appropriated for MSIP from FY 1987 through FY 1990. Most of that appropriation has funded institutional grants, which represented approximately 60 percent of the appropriation in FY 1990. Special grants represented 20 percent of MSIP funding with design grants representing less than 1 percent of the appropriation. The allocation of funds by grant program has remained relatively constant since FY 1988.

Table 2

DISTRIBUTION OF FUNDS UNDER THE MINORITY SCIENCE IMPROVEMENT PROGRAM FISCAL YEARS 1988, 1989, and 1990

Type of Award	Maximum Size (and Duration)	1988		1989		1990	
		Amount	Number	Amount	Number	Amount	Number
Institutional	$300,000 (3 years)	$3,279,782	16	$3,350,825	15	$3,380,729	14
Cooperative	500,000 (3 years)	885,833	2	893,874	2	898,901	2
Design	20,000 (1 year)	19,891	1	18,665	1	35,548	2
Special	150,000 (2 years)	1,073,253	20	1,043,425	22	1,100,818	20
Total		$5,258,759	39	$5,306,789	40	5,415,966	38

Source: III.1.

Outcomes

A 1982 study of 10 participating institutions (III.2) found that the MSIP effort has been of considerable value in improving the quality of the science departments in most of the institutions. In particular, the program increased the number and quality of faculty, the percentage of students majoring in science, and the research capabilities of those science departments.

In the last three years, MSIP has supported faculty development programs to train instructors from 60 different eligible institutions in integrating computer technology into traditional classroom instruction. Staff monitoring of these projects and performance reports submitted by the respective project directors reveal that 90 percent of faculty members are using their training to integrate computer technology into the teaching of several disciplines including mathematics, physics, chemistry, biology, psychology, and social sciences.

III. SOURCES OF INFORMATION

1. Program files.
2. The Minority Institutions Science Improvement Program, Ten Case Study Assessments (Arlington, VA: ESR Research Associates, January 5, 1983).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Argelia Velez-Rodriquez, (202) 708-4662

Program Studies : Jim Maxwell, (202) 401-0182

LAW SCHOOL CLINICAL EXPERIENCE PROGRAM
(CFDA No. 84.097)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part F, Sections 961-62, as amended by P.L. 99-498 (20 U.S.C. 1134s-1134t) (expires September 30, 1991).

Purpose: To establish or expand programs in accredited law schools that provide clinical experience in the practice of law, with preference given to programs providing experience in the preparation and trial of actual cases, including both administrative cases and out-of-court settlements.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1978	$1,000,000	1985	$1,500,000
1979	2,000,000	1986	1,435,000
1980	4,000,000	1987	1,500,000
1981	3,000,000	1988	3,830,000
1982	960,000	1989	3,952,000
1983	605,000	1990	4,935,000
1984	1,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Each year, students at participating institutions provide legal assistance to disadvantaged clients. This year, awardees continued to expand the kinds of experiences offered by establishing additional programs that focused on the legal problems of victims of acquired immune-deficiency syndrome (AIDS) and the elderly.

Services

There were 58 institutional recipients this year, representing about 28 percent of all accredited law schools. The average award per institution was increased from $74,600 in FY 1989 to $78,800 in FY 1990.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

For the first time a Congressionally mandated study is being performed on this program. As part of the study, a National Evaluation conference was held in September 1990. A final report was completed in January 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Barbara Harvey, (202) 708-7863

Program Studies : Gregory Henschel, (202) 401-0182

ASSISTANCE FOR TRAINING IN THE LEGAL PROFESSION
(CFDA No. 84.136)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part E, Section 951, as amended by P.L. 99-498 (20 U.S.C. 1134r) (expires September 30, 1991).

Purpose: To help disadvantaged persons prepare to enter the legal profession.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$ 750,000	1985	$1,500,000
1975	750,000	1986	1,435,000
1980	1,000,000	1987	1,500,000
1981	1,000,000	1988	1,915,000
1982	960,000	1989	1,892,000
1983	1,000,000	1990	2,468,000
1984	1,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

This program is administered by a single grantee, the Council on Legal Education Opportunity (CLEO) of the American Bar Association. A special emphasis in recent years has been to recruit students with Puerto Rican or Native American ethnicity, groups which have been historically underrepresented. All program participants must also qualify as disadvantaged.

Services

Working through participating law schools, CLEO helped 252 students from disadvantaged backgrounds gain admission to law school this year. Approximately 80 of 175 accredited law schools participate in the program. Stipends of $2,800 were awarded to first-year students. Second- and third-year students were awarded $2,500 each. In addition, many participating law schools waive all or part of tuition and fees for program fellows.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

CLEO is studying graduation rates and pass rates on State bar exams for those who have participated in the program during the last five years. A report will be available in fall 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Walter Lewis, (202) 708-9393

Program Studies : Gregory Henschel, (202) 401-0182

PATRICIA ROBERTS HARRIS GRADUATE FELLOWSHIPS
(CFDA No. 84.094)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part B, Sections 921-23 as amended by P.L. 99-498 (20 U.S.C. 1134d-1134f) (expires September 30, 1991).

Purpose: To provide, through institutions of higher education, a program of grants to graduate and professional students who demonstrate financial need.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1981	$12,000,000	1986	$13,638,000
1982	10,560,000	1987	14,250,000
1983	11,920,000	1988	18,525,000
1984	13,500,000	1989	19,031,000
1985	14,250,000	1990	19,311,000

(The Patricia Roberts Harris Fellowships were formerly known as the Fellowships for Graduate and Professional Study and Public Service Education.)

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program provides grants to help minorities and women to attend graduate school, where many major in fields of science and math (Table 3) (Goal 4).

Population Targeting

Fellowships may be awarded to support students in two categories: (1) Graduate and Professional Study Fellowships are awarded to minorities, women, and other individuals from groups which are underrepresented in graduate or professional study; and (2) Public Service Education Fellowships are awarded to persons who plan to pursue a career in public service based on financial need.

Table 1 shows the distribution of fellowships awarded by race, ethnicity, and gender over a ten-year period from 1978-1988. The majority of fellowships were awarded to black students, with racial and ethnic minorities, as a whole, receiving 82 percent of all awards. Women received 59 percent of all fellowships awarded. These patterns reflect the program's emphasis on serving population groups underrepresented in graduate study.

Table 1

Distribution of Patricia Roberts Harris Fellowships
by Race, Ethnicity, and Gender, 1978-1988

	Male	Female	Total
American Indian/Alaskan Native	71	70	141
Asian/Pacific Island	99	115	214
Black	1038	1186	2224
Hispanic	456	348	804
White	9	734	743
	1673	2453	4126

Source: Program records.

Services

Students are eligible for stipends of up to $10,000 for a 12-month period. There is also an institutional allowance of up to $6,000 per student to cover tuition and other expenses.

In FY 1990, 1052 Graduate and Professional Study Fellowships and 227 Public Service Education Fellowships were awarded (Table 2). New fellowships constituted 26 percent of the Graduate and Professional Study Fellowships and 37 percent of the Public Service Education Fellowships awarded in FY 1990. The average fellowship, which includes both the student stipend and the institutional allowance, is less than the $16,000 maximum award because not all awards are made for the maximum 12-month period and because awards are based on financial need.

Table 2

FY 1990 Awards

Graduate Fellowships	Graduate and Professional Study Fellowships	Public Service Education Fellowships
Number of fellowships (total)	1052	227
New	275	84
Continuation	777	143
Average fellowship	$15,241	$14,436
Number of institutions participating	193	65
Average Federal cost per participating institution	$83,000	$50,000

Source: Program records.

Table 3 indicates that students receiving new Graduate and Professional Study Fellowships in FY 1990 are broadly distributed across different fields of study.

Table 3

Fields of Study for New Graduate and Professional Study Fellowships, FY 1990

Field of Study	Number of Fellowships
Arts and Humanities	20
Business Administration	23
Engineering	26
Law	35
Life Science	59
Math/Science	11
Psychology	29
Physical Science	37
Social Science	29
Education and Other Fields	6

Source: Program records.

III. SOURCES OF INFORMATION

Program files and funding directories.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Charles Miller, (202) 708-8395

Program Studies : David Goodwin, (202) 401-0182

FULBRIGHT-HAYS TRAINING GRANTS PROGRAM
(CFDA Nos. 84.019, 84.020, 84.021, 84.022)

I. PROGRAM PROFILE

Legislation: Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), Section 102(b)(6), P.L. 87-256 (22 U.S.C. 2452 (b)-(6)) (no expiration date).

Purpose: To fund programs that promote and improve teaching, research, and curriculum development in foreign language and area studies.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$3,000,000	1984	$5,500,000
1970	2,430,000	1985	5,500,000
1975	2,700,000	1986	5,263,000
1980	3,000,000	1987	5,500,000
1981	6,200,000	1988	5,266,000
1982	4,800,000	1989	5,203,000
1983	5,000,000	1990	5,136,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Services

The Fulbright-Hays Act funds four programs: Group Projects Abroad, Doctoral Dissertation Research Abroad, Faculty Research Abroad, and Special Bilateral Projects. Each targets a different population.

- Group Projects Abroad awards grants to institutions of higher education, State departments of education, and private, nonprofit educational organizations to conduct overseas group projects in research, training, and curriculum development in modern foreign language and area studies. Participants in the group projects are faculty members, teachers, graduate students, and undergraduates in their junior or senior year.

- Doctoral Dissertation Research Abroad provides support for graduate students admitted to doctoral degree candidacy in modern foreign language and area studies. Eligibility is restricted to students who possess the language skills necessary to carry out the dissertation project, who plan a teaching career in the United States upon graduation, and who are United States citizens, or permanent residents of the United States.

- Faculty Research Abroad supports scholars employed by United States institutions of higher education to conduct research abroad in modern foreign language and area studies.

- Special Bilateral Projects provides funding for seminars abroad on topics in the social sciences, humanities, and foreign languages. The program targets undergraduate faculty members, administrators, supervisors, and curriculum specialists of State or local education agencies with responsibility for the social sciences, secondary school social studies teachers and supervisors, and teachers of foreign languages.

Program Administration

Table 1 profiles each of the four programs, including details on the number of projects and participants, average awards per project, and budget authority. The largest share of program funds (40 percent) is for the Group Projects Abroad program followed by the Doctoral Dissertation Research Abroad program (33 percent), and then the Faculty Research Abroad and Special Bilateral Projects programs (13.5 percent each).

TABLE 1

FY 1989 PROGRAM INFORMATION

Program	Number of Projects	Number of Participants	Average Award	Budget Authority	USIF Rupees
Group Projects Abroad	31	516	$66,452	$2,060,000	$ 6,586,648
Doctoral Dissertation Research Abroad	78	78	19,000	1,490,000 1/	1,121,320
Faculty Research Abroad	26	26	26,000	688,000	561,280
Special Bilateral Projects	8	N.A.	86,000	691,000	2,966,700
Total	143	N.A.		$4,929,000 2/	$11,235,948

N.A.--Not Available.

1. Does not include a grant of $170,000 to the Committee for Scholarly Communications with the Peoples Republic of China. This figure is also not included in the computation of the average award.

2. Appropriated funds were supplemented with Indian rupees from the United States-India Fund (USIF). Some appropriated funds were used for administrative expenses. Such expenses are not included in this table.

Source: Program files.

The United States Information Agency (USIA) was paid $37,168 for administrative services in support of grant programs. These services were provided by overseas diplomatic missions and by national commissions.

With the exception of bilateral projects, which are administered by overseas entities (primarily Fulbright Commissions), Fulbright-Hays Training Grants programs are administered by United States institutions of higher education and, in some cases, State departments of education and nonprofit educational organizations.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph Belmonte, (202) 708-7283

Program Studies : Gregory Henschel, (202) 401-0182

INTERNATIONAL EDUCATION AND FOREIGN LANGUAGE STUDIES
(CFDA Nos. 84.015, 84.016, 84.017, 84.153)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VI, as amended (20 U.S.C. 1121 et seq.) (expires September 30, 1991), and the Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418, Section 6261 (expires September 30, 1991).

Purpose: To establish programs that support national resource centers; graduate fellowships; research, business, and international education programs; and grants for international and foreign language studies at both the graduate and undergraduate levels.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$15,800,000	1984	$25,800,000
1970	13,002,000	1985	26,500,000
1975	11,300,000	1986	25,408,000
1980	17,000,000	1987	27,550,000
1981	19,800,000	1988	25,419,000
1982	19,200,000	1989	25,855,000
1983	21,000,000	1990	34,658,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Services

There are seven programs under Title VI of the HEA. Each is intended to strengthen language and area studies at institutions of higher education.

- National Resource Centers provided 94 grants to institutions of higher education to establish, operate, and strengthen graduate and undergraduate centers that focus on modern foreign languages, and on regional and global studies. Each center offers instruction and conducts research related to particular regions and issues.

- Foreign-Language and Area Studies (FLAS) Fellowships provided 109 academic-year and summer awards for advanced students in foreign languages, area studies, or international relations. Allocations are made to selected higher education institutions which, in turn, award fellowships to individuals. In FY 1990, approximately 950 fellowships were awarded.

- Undergraduate International Studies and Foreign Language awarded 59 grants to institutions of higher education and consortia which are used to plan, develop, and implement programs to strengthen and improve undergraduate education in international studies and foreign languages.

- International Research and Studies awarded 42 grants to institutions, organizations, public and private agencies, and individuals to support research on the improvement of instruction and the development of specialized instructional materials for foreign-language, regional, and related studies.

- Business and International Education provided 36 matching grants to institutions of higher education for projects carried out in partnership with a business enterprise, trade organization, or association engaged in international trade. These projects are designed to enhance international studies programs at colleges and universities, and to expand the capacity of the business community to engage in commerce abroad.

- Centers for International Business Education provided 16 grants to eligible institutions of higher education, or combinations of these institutions, to pay the Federal share of the cost of planning, establishing, and operating multidisciplinary educational centers on international trade. These centers are to serve as a national resource for the teaching of improved business strategies, to provide instruction in critical foreign languages, and to support research and training in international trade.

- Language Resource Centers supported three research projects on improved methods of teaching foreign languages. Projects under this award category include the development of new materials, the development and application of proficiency testing, the training of teachers in the administration and interpretation of proficiency tests, the use of effective teaching strategies and new technologies, the publication of instructional materials in less commonly taught languages, the dissemination of research results and teaching materials, and improved pedagogical strategies.

A study completed in 1989 reviewed all available Federal postsecondary programs for international education and foreign language studies. Among the 35 international education programs analyzed, the study was unable to find any duplication with respect to either the scope of the programs or participants served.

A SUMMARY OF FY 1989 AND 1990 BUDGET AND AWARD DATA

National Resource Centers	FY 1989	FY 1990
Number of centers	94	94
Average award	$119,936	$123,623
Budget authority	$11,274,000	$11,620,596
Foreign Language and Area Studies (FLAS) Fellowships		
Number of programs with fellowship allocations	109	109
Number of academic year fellowships	570	600
Average award	$12,000	$13,818
Number of summer awards	330	350
Average summer award	$3,000	$2,900
Budget authority	$7,550,000	$9,400,000
Undergraduate International Studies and Foreign Language		
Number of programs	53	59
Average award	$46,000	$49,000
Budget authority	$2,497,650	$2,827,848
International Research and Studies		
Number of projects	25	42
Average award	$60,000	$65,000
Budget authority	$1,491,000	$2,714,000
Business and International Education		
Number of projects	35	36
Average award	$65,752	$69,000
Budget authority	$2,301,350	$2,515,000

Centers for International Business Education

	FY 1989	FY 1990
Number of projects	5	11
Average award	$148,200	$280,000
Budget authority	$741,000	$3,083,000

Language Resource Center

Number projects	*	3
Average award	*	$350,000
Budget authority	*	$1,050,000[1]

* Program not operated in FY 1989.

1/ Includes $250,000 transferred to the Department of Education from the Department of Defense.

III. SOURCES OF INFORMATION

1. Program files.
2. International Education and Foreign Language Review (Silver Spring, MD: Applied Management Sciences, Inc., 1989).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph Belmonte, (202) 708-7283

Program Studies : Gregory Henschel, (202) 401-0182

COOPERATIVE EDUCATION
(CFDA No. 84.055)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VIII, as amended by P.L. 99-498 (20 U.S.C. 1133-1133b) (expires September 30, 1991).

Purposes: To encourage (1) the planning, establishing, operationing, and expanding of cooperative education projects in higher education institutions; (2) projects demonstrating or determining the feasibility and value of innovative methods of cooperative education; (3) projects training persons to conduct cooperative education programs; and (4) research into methods of improving, developing, or evaluating cooperative education programs in institutions of higher education.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1970	$ 1,540,000	1985	$14,400,000
1975	10,750,000	1986	13,781,000
1980	15,000,000	1987	14,400,000
1981	23,000,000	1988	13,787,000
1982	14,400,000	1989	13,622,000
1983	14,400,000	1990	13,445,000
1984	14,400,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Cooperative education is intended to involve business in strengthening the connection between education and work (Goal 5).

Program Targeting

Cooperative Education programs have alternating or parallel periods of academic study and employment related to the student's academic programs or professional goals. In FY 1990, 265 eligible higher education institutions submitted applications requesting new grant awards; fewer than one fifth (50) were recommended for new awards from the funds appropriated.

Of the awards made, 152 were administration grants (53 new and 99 continuation awards) totaling $11,460,714; 7 were demonstration grants, totaling $637,348 (continuations); and 9 were training grants, totaling $1,337,125 (continuations).

As shown in Table 1, 66 percent of program funds in FY 1990 were received by public institutions--evenly between two-year and four-year schools, 30 percent by private institutions, and 4 percent by nonprofit organizations. The distribution of funds by institution has been relatively consistent since FY 1988 with a slight decrease in the share of funds going to public four-year institutions and a slight increase for four-year private and nonprofit organizations.

Table 1

DISTRIBUTION OF AWARDS FOR COOPERATIVE EDUCATION PROGRAM
BY TYPE AND CONTROL OF INSTITUTION
FISCAL YEARS 1988-1990

Type and Control	1988			1989			1990		
	No.	Amount ($000s)	%	No.	Amount ($000s)	%	No.	Amount ($000s)	%
Public Higher Education									
Two-year	62	$5,101	37	55	$3,883	29	59	$4,301	32
Four-year	64	5,515	40	60	5,268	39	54	4,667	34
Private Higher Education									
Two-year	2	138	1	4	322	2	4	276	2
Four-year	43	2,895	21	44	3,682	27	48	3,698	28
Non-profit organizations	2	138	1	3	460	3	3	494	4
Total	173	$13,787	100%	166	$13,615	100%	168	$13,438	100%

Source: Program records.

Services

Program funds are used by institutions of higher education to pay for the costs of administering cooperative education projects. Funds help pay for salaries of co-op staff and faculty, travel costs, and other direct costs needed to administer the projects. Funds are also awarded to institutions of higher education and public and private nonprofit organizations to conduct training in the field of cooperative education. This training is for college and university personnel and for private sector employers who wish to hire co-op students and to conduct research in cooperative education.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations :	John Bonas, (202) 708-9407
Program Studies :	David Goodwin, (202) 401-0182

COLLEGE FACILITIES LOAN PROGRAM
(CFDA No. 84.142)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part F, as amended (20 U.S.C. 1132g) (expires September 30, 1991).

Purpose: To provide assistance to undergraduate postsecondary educational institutions through subsidized direct loans in support of new construction, reconstruction, or renovation of student and faculty housing, undergraduate academic facilities, and other educational facilities.

Funding History - Before FY 1987

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1977	$13,052,000	1983	$40,000
1980	13,857,000	1984	0
1981	279,000	1985	0
1982	232,000	1986	0

Funding History - After FY 1986

Fiscal Year	Borrowing Authority	Appropriation
1987	$60,000,000	$ 0
1988	62,231,000	0
1989	29,640,000	1,675,000
1990	30,000,000	5,100,000

Before FY 1987, appropriations were made to supplement amounts available in the program's revolving fund from repayments on prior loans and investment income from the participation sales fund. The program's revolving fund, including the appropriation, supported new loan commitments, interest payments on U.S. Treasury obligations and on participation certificates, and program operating expenses such as loan servicing. After FY 1986, the program's revolving fund has been used solely to support obligations on loans made prior to FY 1987. No new loans are being made from the revolving fund. Appropriations after FY 1986 have been utilized to support payments on post-1986 borrowing from the U.S. Treasury. New loan commitments after FY 1986 are supported through additional borrowing from the U.S. Treasury as annually authorized in Congressional appropriations bills.

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

The College Facilities Loan program assists institutions of higher education and eligible college housing agencies with direct, low-interest facilities loans. These loans are provided only to institutions unable to secure loan terms and conditions from other sources that are comparable to those offered by the program. Loans must be repaid within 30 years and currently bear an annual interest rate of 5.5 percent. Currently loans are targeted for housing and academic facilities. A regulatory 10 percent set-aside for historically black colleges and universities is more than met each year.

As can be noted in Table 1, the volume of new loan commitments declined by half between FY 1988 and FY 1990. These changes in new loan commitments reflect changes in the availability of funds to support new loans and in the levels of support authorized by Congress.

Program Administration

Loans are awarded through an application process on the basis of formulae which consider a variety of factors, including current use of facilities and financial need. The Secretary of Education may announce priorities annually; since FY 1987, priority has been placed upon housing construction and the reconstruction and renovation of academic facilities.

In administering the program, the Department of Education uses engineers under an interagency agreement with the Department of Health and Human Services to review and monitor projects to ensure project feasibility and compliance with architectural, engineering, and other building design requirements.

The Department of Education also ensures effective credit management in the following ways:

- By taking steps to ensure the financial soundness of new loans, using such resources as delinquency listings, financial status reports, and regulatory provisions;
- By using its inventory of all closed projects to ensure prompt and proper billing by the Federal Reserve Bank, cancelling inactive loans, and enforcing the policy requiring institutions to begin construction within 18 months of loan reservation;
- By using a procedure to ensure prompt delivery of notes and bonds to the Federal Reserve Bank; and

Table 1

LOAN COMMITMENTS, FISCAL YEARS 1987-1990

Type of Award	Year of Commitment							
	FY 1987		FY 1988		FY 1989		FY 1990	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Housing Construction	11	$29,000,000	6	$15,558,000	7	$14,640,000	6	$14,565,000
Academic Facilities	14	31,000,000	24	46,673,000	8	15,000,000	11	15,435,000
Total	25	$60,000,000	30	$62,231,000	15	$29,640,000	17	$30,000,000

Source: Program files.

- By conducting in-depth credit reviews and imposing special conditions in loan agreements when necessary.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Walter B. Stevens, (202) 708-9420

Program Studies : Frank Forman, (202) 401-0182

ANNUAL INTEREST SUBSIDY GRANTS
(CFDA No. 84.001)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title VII, Part D, (20 U.S.C. 1132e) (expires September 30, 1991).

Purpose: To reduce the cost of construction, reconstruction, and renovation of academic facilities by subsidizing the interest costs on privately funded facilities loans.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1969	$ 3,920,000	1984	$24,500,000
1970	11,750,000	1985	18,775,000
1975	0	1986	22,490,000
1980	29,000,000	1987	23,000,000
1981	26,000,000	1988	21,878,000
1982	25,500,000	1989	22,744,000
1983	25,000,000	1990	22,127,380

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

Institutions of higher education and agencies empowered by a State to issue bonds on behalf of private institutions of higher education are eligible for interest subsidies. From FY 1970 through FY 1973, 711 privately secured loans, valued at about $1.4 billion in principal, were approved for Federal interest subsidies. Since FY 1973, no further loans have been approved for subsidization. The subsidy payments have totaled about $405 million from the program's inception through FY 1990. At the end of that year, 558 loans remained in active status. Outstanding loan volume under subsidy continued to decline slightly in FY 1990 as loans were repaid (Table 1).

TABLE 1

ANNUAL INTEREST SUBSIDY GRANTS
FISCAL YEARS 1986 TO 1990

	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Total number of outstanding loans receiving subsidy	609	601	585	569	558
Total number of loans paid off, withdrawn, or otherwise terminated during year	8	16	16	11	31
Average annual amount of interest subsidy grant	$38,625	$38,479	$38,707	$39,357	$39.655
Total outstanding volume of loans for which interest subsidies are paid (in millions of dollars)	$1,150	$1,117	$1,080	$1,040	$998

SOURCE: Program files.

Program Administration

Subsidy grants, which are administered by the Department's program office, are provided to reduce the interest rate to the institutions or agencies from market levels to 3 percent. The amount of the annual subsidy, calculated each year, is the difference between the interest costs actually incurred by the institutions or agencies on loans obtained from non-Federal sources and a subsidized interest rate of 3 percent. To limit Federal costs, institutions and agencies have been required to demonstrate to the satisfaction of the Secretary of Education that their non-Federal loans were obtained at the lowest possible interest costs.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Walter B. Stevens, (202) 708-9420
Program Studies :	Frank Forman, (202) 401-0182

SCHOOL, COLLEGE, AND UNIVERSITY PARTNERSHIPS PROGRAM
(CFDA No. 84.204)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title V, Part B, as amended by P.L. 99-498, Sec. 501(a) (20 U.S.C. 1105-1105d) (expires September 30, 1991).

Purpose: To encourage partnerships between institutions of higher education and secondary schools serving low-income students; and to support programs that improve the academic skills of public and private nonprofit secondary school students, increase their opportunities to continue education after secondary school, and improve their prospects for employment after secondary school.

Funding History

Fiscal Year	Appropriation
1988	$2,394,000
1989	$2,760,000
1990	$2,961,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program is designed to improve academic skills and high school graduation rate of disadvantaged high school students, (Goals 2 and 3) and supports a knowledgeable and skilled work force (Goal 5).

Population Targeting

In FY 1990, the third year of program operations, it is estimated that 6,200 students will be served. The program serves primarily low-income students who may be "at risk" of dropping out of high school, or though capable, are not expected to pursue higher education.

Services

Program services include year-round study to provide enriched educational experiences.

Partnerships can receive funding in two program areas: in FY 1990, seven continuation plus four new awards were made under the Competitive Grant Competition. There were no funds available under the Community Pilot Projects program. The average grant is $269,182, and is awarded for up to three years. The typical grant is awarded to an institution of higher education or a local education agency for partnership activities that involve institutions of higher education, secondary schools, and businesses.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: May Weaver, (202) 708-4804

Program Studies : David Goodwin, (202) 401-0182

JACOB K. JAVITS FELLOWS PROGRAM
(CFDA No. 84.170)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part C, as amended by P.L. 99-498 (20 U.S.C. 1134h-1134k) (expires September 30, 1991).

Purpose: To assist graduate students pursuing doctoral degrees in the arts, humanities, and social sciences.

Funding History

Fiscal Year	Appropriation
1985	$2,500,000
1986	2,393,000
1987	4,700,000
1988	6,702,000
1989	7,904,000
1990	7,896,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

Fellowships are awarded to entering and enrolled graduate students with 20 or fewer credit hours at the time of application. The students are selected on the basis of merit by panels of academic scholars appointed by the Jacob K. Javits Fellows Program Fellowship Board, whose members are appointed by the Secretary of Education. According to guidelines of the Fellowship Board, the awards are to satisfy the following distribution requirements:

- At least 15 percent in the arts;
- At least 25 percent in the social sciences; and
- A maximum of 40 percent in the humanities.

Services

As of the end of FY 1990, the Jacob K. Javits Fellows program, had awarded 772 fellowships to graduate students in the arts, humanities, and social sciences. The award includes payment of $6,000 to the fellow's institution of higher education to cover tuition and fee expenses, regardless of whether actual tuition and fee charges at the institution are above or below this amount. The award also includes a $10,000 maximum stipend to the student. The actual stipend is based on financial need, and the average total award during FY 1990 was $15,450. Approximately 50 percent of the recipients of awards have been men and 50 percent women. Data on other characteristics of recipients are not collected.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Allen P. Cissell, (202) 708-9415

Program Studies : Frank Forman, (202) 401-0182

PAUL DOUGLAS TEACHER SCHOLARSHIP PROGRAM
(CFDA No. 84.176)

I. PROGRAM PROFILE

Legislation: Higher Education Act of 1965 (HEA), Title V, Part D, Subpart 1, as amended by P.L. 98-558, P.L. 99-498, and P.L. 100-50 (20 U.S.C. 1111 to 1111h) (expires September 30, 1991).

Purpose: To encourage and enable outstanding high school graduates to pursue teaching careers at the preschool, elementary school, or secondary school level.

Funding History

Fiscal Year	Appropriation
1986	$ 9,570,000
1987	15,500,000
1988	14,840,000
1989	15,235,000
1990	14,922,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program promotes goals 1, 2, 3, and 4 by improving the quality of teachers and elevating the status of the teaching profession.

Population Targeting

To be eligible for a scholarship, the applicant must have graduated from high school, be scheduled to graduate from high school within three months of the date of award, or have received a certificate of high school equivalency (General Educational Development (GED)). The applicant must rank in the top 10 percent of his or her graduating class or have GED test scores equivalent to ranking in the top 10 percent of graduates in the State or in the Nation. Furthermore, States are allowed to establish additional criteria, as they see fit.

Services

Awards are for up to four years of higher education, and are equal to cost of attendance minus Title IV aid, not to exceed $5,000 per year.

The following table shows a recent trend for reduced numbers of awards due to declining funding. With a reduced appropriation, it becomes increasingly difficult to finance first-time awards because renewal awards have priority over funds.

Award Data	Number of Scholarships			
Year	Total	First Time	Renewal	Average Award
1986-87 (FY 1986)	1,694	1,694	0	$4,098
1987-88 (FY 1987)	3,025	1,928	1,097	$4,555
1988-89 (FY 1988)	3,614	1,902	1,712	$4,583
1989-90 (FY 1989) (est.)	3,610	N/A	N/A	$4,600
1990-91 (FY 1990) (est.)	3,240	N/A	N/A	$4,610

N/A - Not Available.
Source: Program files.

Program Administration

The Douglas program is administered by either the State agency that administers the State Student Incentive Grant (SSIG) program or the Guaranteed Student Loan program. Either a selection panel of school administrators, teachers and parents, or an existing grant agency in the State establish specific scholar selection criteria. Particular efforts are made to attract students from low-income backgrounds or who express a willingness or desire to teach in schools having less than average results or serving large numbers of economically disadvantaged students. Forty-five States, the District of Columbia, Puerto Rico, and the Northern Marianas participate in the program.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Sellers, (202) 708-4607

Program Studies : Gregory Henschel, (202) 401-0182

ROBERT C. BYRD HONORS SCHOLARSHIP PROGRAM
(CFDA No. 84.185)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Subpart 6, as amended by P.L. 98-558, P.L. 99-145, and P.L. 99-498 (20 U.S.C. 1070d-31 et seq.) (expires September 30, 1991).

Purpose: To promote academic excellence and achievement among students and to recognize exceptionally able students who show promise of continued excellence.

Funding History

Fiscal Year	Appropriation
1987	$8,000,000
1988	7,659,000
1989	8,200,000
1990	8,627,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

To be eligible for a scholarship, the applicant must have a high school degree or equivalent and must have been accepted for enrollment at an institution of higher education. The $1,500 scholarships are awarded on the basis of merit for the first year of study at an institution of higher education and are not renewable.

Byrd Scholars are selected on the basis of demonstrated academic achievement and promise of continued academic achievement. They are also selected without regard to which institutions of higher education they plan to attend.

Services

Byrd Scholarships were awarded for the first time in the spring of 1987, for study in the 1987-88 academic year. Nationwide, a total of 4,370 scholarships was awarded in FY 1987, 5,175 in FY 1988, 5,138 in FY 1989, and an estimated 5,150 in FY 1990.

Program Administration

The Byrd Scholarship Program is administered by each State education agency, which establishes specific scholar selection criteria in consultation with school boards, teachers, counselors, and parents. All 50 States, the District of Columbia, and Puerto Rico participate in the program. According to the appropriations language, which has overridden the statute every year, the scholarships are allocated to each State in proportion to its school age (5-17) population, except that each State shall have at least ten scholarships.

Improvement Strategies

The Department's program office provides guidance to all participating States and assists each State in reviewing their reports.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Fred Sellers, (202) 708-4607

Program Studies : Frank Forman, (202) 401-0182

MINORITY PARTICIPATION IN GRADUATE EDUCATION
(CFDA No. 84.202)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part A, Sections 901-903, as amended by P.L. 99-498 (U.S.C. 1134-1134b) (expires September 30, 1991).

Purpose: To provide talented undergraduate students from minority groups underrepresented in graduate education with opportunities to participate in research and scholarly activities designed to prepare the students for graduate study.

Funding History

Fiscal Year	Appropriation
1988	$3,351,000
1989	3,476,000
1990	3,547,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program's objectives include increased college retention and access for minority students (Goal 5).

Services

Institutions of higher education compete for grants under this program. Such grants support direct fellowship aid including need-based stipends, room and board costs, transportation costs, and tuition for summer research internships and seminars for which credit is given by the institution to participating talented, minority undergraduate students.

Thirty-nine projects serving 1,041 students were funded during FY 1988, the first year of the program's operation. By FY 1990 the program funded 49 projects serving 1,034 students with an average award of approximately $3,400 per student.

The breakdown of projects by subject area in FY 1990 reveals that science-related projects were most frequent (37), followed by liberal arts (4), and then math (8).

Table 1

Number of Students, Number of Projects and Average Expenditure Per Student For Fiscal Years 1988-1990

Fiscal Year	1988	1989	1990
Students	1,041	1,000	1,034
Projects	39	45	49
Average Expenditure Per Student	$3,219	$3,476	$3,430

III. SOURCES OF INFORMATION

Program Files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Walter Lewis, (202) 708-9393

Program Studies : James Maxwell, (202) 401-0182

GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED
(CFDA No. 84.202)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IX, Part D, Sections 941-46 as amended by P.L. 99-498 (20 U.S.C. 11341-1134q) (expires September 30, 1991).

Purpose: To sustain and enhance the capacity for teaching and research in areas of national need by providing, through grants to institutions of higher education, fellowships to assist graduate students of superior ability who have financial need.

Funding History

Fiscal Year	Appropriation
1988	$ 7,659,000
1989	12,844,000
1990	15,793,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program provides graduate fellowships to students in the fields of math and science who demonstrate financial need (Goal 4).

Population Targeting

In its first year of operation, FY 1988, the Department determined that the areas of national need were chemistry, engineering, mathematics, and physics. The areas of national need were unchanged in FY 1989 and 1990. In FY 1991, foreign languages will be added to the four previously designated areas of national need.

Currently, no data are available on the number and characteristics of students receiving fellowships.

Services

In FY 1990, in addition to the 74 continuation awards, 20 new awards were made, five in each of four national need areas. Fellowships include a stipend that may not exceed $10,000 per calendar year, and an amount to the institution (not to exceed $6,666 per calendar year) to cover tuition, fees, and other educational costs. Institutions receiving grants must match Federal funds with a 25 percent contribution to be used for the same purposes as the Federal grant.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: W. Stanley Kruger, (202) 708-7389

Program Studies : David Goodwin , (202) 401-0182

INCOME-CONTINGENT LOAN DEMONSTRATION PROGRAM
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Higher Education Act (HEA) of 1965, Title IV-D, as amended (20 U.S.C. 1087a-1087e) (expires September 30, 1991).

Purpose: To demonstrate the feasibility of an unsubsidized student loan program with income-contingent repayments.

Funding History

Fiscal Year	Appropriation
1987	$5,000,000
1988	4,308,000
1989	4,940,000
1990	4,931,500

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy and a knowledgeable and skilled work force (Goal 5) by providing financial assistance to students for postsecondary education and training.

Population Targeting

Income Contingent Loans (ICLs) are available to undergraduate students who are enrolled at least half-time at one of the ten postsecondary institutions participating in the ICL demonstration program and who meet certain other criteria (e.g., have a high school diploma or its equivalent or demonstrate ability to benefit from the education). Priority is given to students who demonstrate financial need based on the cost of education and the ability of the student and/or the student's family to pay this cost. The calculation of need is based on a Congressionally specified formula applied to the financial data of the student and/or the student's family. If any ICL funds remain after financially needy students have been offered these loans, other students may also be eligible. Final eligibility and award amounts are determined by the postsecondary institution based on amount of funds available at the institution and the institution's aid-packaging philosophy.

Services

The following ten institutions received allocations ranging from $133,333 to $2,076,831 during FY 1990:

Abraham Baldwin Agricultural College
Brown University
Hampton University
Loyola University of Chicago
Marquette University
Metropolitan State College
Rochester Institute of Technology
Rutgers University
University of Missouri at Rolla
Wheeling College

During academic year 1988-89, ICLs were offered to 4,310 students. Of these, 2,591 or 60 percent, were students with financial need. Participating institutions have different packaging philosophies with respect to income-contingent loans. These differences were more pronounced during the first year of the demonstration because ICL funds were not available until other types of aid had already been awarded. The average ICL amount by institution varied from $1,559 to $3,211. The average loan amount across all institutions was $2,340.

Program Administration

ICLs are made directly by the institutions to the students. Loan repayments received by the institution go back into that institution's revolving fund to be made available for future ICLs. The maximum amount of an ICL varies according to the borrower's level in school. First- or second-year students may receive a maximum of $2,500, third-year students may borrow a maximum of $3,500, and fourth- and fifth- year students may borrow a maximum of $4,500. The aggregate total a student may borrow through the ICL program is $17,500. Actual loan balances may be higher because of the interest accrued.

There is a nine month grace period after the borrower leaves school, during which time the borrower is not required to make any payments. The grace period applies to borrowers who have dropped out as well as those who have graduated. Interest on the ICL also accrues during the grace period. Once the grace period has elapsed, a borrower who re-enters school may defer loan payments but is not eligible for another grace period. Also, payment of principal and interest on ICLs may be deferred while the borrower is enrolled at least half-time at any institution. Interest continues to accrue during this period, however.

ICL repayment schedules are based on the annual income of the borrower and his/her spouse, if married. Annual income is determined by the amounts reported on the borrower's and spouse's tax returns. Copies of the tax returns, or an alternative financial statement if no tax returns were filed, must be submitted annually by the borrower to the institution which made the loan.

The annual repayment obligation ranges from 5 percent of the borrower's income during the first two years of the loan, up to 12 percent of annual income in the ninth and subsequent years. If the original loan balance was under $10,000, the maximum obligation is only 10 percent of annual income. Borrowers who fail to submit the required tax records have their repayment obligations calculated on the basis of the loan balance. During the repayment phase of the ICL, a deferment may be made in the repayment requirements if the borrower experiences financial hardship. Each institution makes its own determinations about granting such deferments.

Outcomes

The objective of the five year ICL demonstration program is to show whether ICLs are feasible as a new type of student financial aid. Preliminary findings are available from the first of five surveys conducted under contract to the Department of Education. That study described how the ten ICL institutions established their projects and disbursed the funds. The survey portion of the study collected data from students who accepted ICL offers, those who declined such offers, and a control group consisting of students receiving financial aid but who were not offered ICLs (III.2).

Compared to the other groups in the study, the survey found that ICL borrowers:

- Were somewhat older;
- Were enrolled for a greater number of credit hours;
- Were somewhat more likely to be married;
- Had borrowed more to meet their educational expenses;
- Received considerably less money from their parents for educational expenses; and
- Had higher personal income from earnings.

Improvement Strategies

The study showed that borrowers lack precise understanding of certain aspects of ICLs. During FY 1990, ICL institutions will attempt to increase their students' knowledge about the special features of income-contingent loans. They will also increase their contacts with ICL borrowers who have left school and will collect Federal income tax forms from these borrowers in order to calculate accurately the borrower's monthly repayment amount.

III. SOURCES OF INFORMATION

1. Income Contingent Loan Demonstration Project: 1987-88 Academic Year (Washington, DC: Pelavin Associates, Inc., November 1989).

IV. PLANNED STUDIES

Future surveys of the ICL institutions will also include a sample of ICL borrowers who have left school. Data will be collected on the occupational and financial characteristics of this group of borrowers and their relative capacity and willingness to repay income-contingent loans.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Harold McCullough, (202) 732-4888

Program Studies : Dan Morrissey, (202) 401-0182

HOWARD UNIVERSITY
(No CFDA Number)

I. PROGRAM PROFILE

Legislation: Congress issued a charter for Howard University on March 2, 1867 (codified throughout 20 U.S.C. 120 to 130) (no expiration date).

Purpose: To aid in the construction, development, improvement, endowment, and maintenance of Howard University.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1879	$ 10,000	1955	$ 5,082,000
1880	10,000	1960	7,148,000
1885	24,500	1965	13,902,000
1890	29,200	1970	59,964,000
1895	29,500	1975	81,700,000
1900	35,100	1980	121,893,000
1905	47,600	1981	133,983,000
1910	104,735	1982	145,200,000
1915	101,000	1983	145,200,000
1920	243,000	1984	156,200,000
1925	591,000	1985	158,230,000
1930	1,249,000	1986	157,168,000
1935	665,241	1987	170,230,000
1940	754,160	1988	172,203,000
1945	1,280,575	1989	178,973,000
1950	4,262,000	1990	182,446,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports a knowledgeable and skilled work force (Goal 5) by providing financial assistance to an institution of higher education. This program also supports student achievement in many academic fields, including mathematics and sciences (Goal 4).

Population Targeting

Howard University, located in Washington, D.C., provides a major avenue of postsecondary access and opportunity for blacks and others from disadvantaged backgrounds. Chartered by Congress in 1867 to provide such opportunities, Howard University serves approximately 12,435 students annually, approximately 85 percent of whom are members of minority groups.

Howard University's students are enrolled in 18 undergraduate, graduate, and professional schools. The University offers master's degrees in more than 85 areas and Ph.D. degrees in 24 fields. To support its academic programs, the University provides library services, administrative support, and research opportunities for its students. These programs and services support the goal of expanding the opportunities of the University's graduates, particularly minorities, in fields where they are still underrepresented.

Services

Federal funding includes support for the University's academic program, endowment, research, and hospital (Table 1). The appropriation for academic programs continued to increase in FY 1990 while the appropriation for research remained constant. Almost two-thirds of educational and general (E&G) expenditures are now derived from Federal appropriations (Table 2).

In FY 1990, 12 percent of hospital support was derived from the Federal appropriation, compared to 53 percent in FY 1976. This represents substantial fulfillment of an agreement made in 1977 between Howard University and the Department of Health, Education, and Welfare that the hospital would become more self-supporting over time. The appropriation for the hospital decreased slightly in FY 1988 and FY 1989 and remained constant between FY 1989 and FY 1990.

The endowment grant program is designed to assist the University in meeting its future needs and to reduce long-term Federal funding requirements by stimulating private contributions. Howard University receives these Federal funds as an endowment grant, provided that it matches the grant through non-Federal contributions. In FY 1990, the University was able to match 100 percent of available funds.

Foreign students comprise about 15 percent of Howard University's student body. Historically, they have been charged the same tuition and fees as other students. Recently, a tuition surcharge for foreign students has been implemented. The tuition surcharge for all new foreign students is 10 percent for academic year 1990-91, 30 percent for 1991-92, and 50 percent for 1992-93 and all future academic years. There will be no surcharge for foreign students currently attending the University.

TABLE 1
APPROPRIATIONS BY FUNDING CATEGORY, FISCAL YEARS 1986 to 1990

	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Academic program	$129,314,000	$141,124,000	$145,752,000	$151,357,000	$155,306,000
Endowment grant	1,914,000	2,000,000	500,000	1,482,000	1,500,000
Research	4,785,000	5,000,000	4,787,000	4,730,000	4,730,000
Hospital	21,155,000	22,106,000	21,164,000	20,910,000	20,910,000
Subtotal	$157,168,000	$170,230,000	$172,203,000	$178,479,000	$182,446,000
Reappropriation for endowment grant	---	---	---	494,000	467,000
Total	$157,168,000	$170,230,000	$172,203,000	$178,973,000	$182,913,000

SOURCE: Program files.

TABLE 2
SELECTED STATISTICS FOR HOWARD UNIVERSITY, FISCAL YEARS 1986 to 1990

	FY 1986	FY 1987	FY 1988	FY 1989	FY 1990
Total number of students 1/	14,348	13,757	12,276	13,181	12,506
Academic appropriation per student	$9,418	$10,258	$11,873	$11,483	$12,420
Percentage of E&G expenditures from Federal appropriation	n/a	69%	69%	65%	67%
Percentage of support for hospital from Federal appropriation	17%	16%	16%	15%	13.5%

1/ Includes summer school enrollment.

SOURCE: Howard University.

Outcomes

Over the last few years, Howard University has produced approximately 35 percent of the minority physicians and dentists in this country. The University continues to be a major national resource for minority students in communications, business, public administration, engineering, architecture, law, and many other disciplines.

A recent study (III.4) compared the expenditure and revenue patterns of Howard University to those of four other groups of higher education institutions: selected private institutions with hospitals, chosen by Howard University as its peers; public universities with hospitals; institutions that have admissions overlap with Howard University; and historically black colleges and universities. Data for this comparative analysis were from 1985-86, the most recent academic year available. Among the principal study findings were the following:

- Although a private university, Howard's revenue sources most resembled those of public institutions with hospitals. The main difference was that Federal funds supported Howard University, whereas the public institutions with hospitals received State appropriations.
- Howard University's expenditures most closely resembled those of the private institutions with hospitals. However, Howard University spent a considerably smaller proportion of expenditures on research (6 percent) than did other private institutions with hospitals (24 percent).
- Howard University spent substantially more for administrative expenses than any other type of institution.
- Howard University also spent more for plant operation and maintenance than any of the comparison groups.

Improvement Strategies

The recently implemented tuition surcharge reduces the Federal subsidy to foreign students attending Howard University. Also, the Department has urged the University to strengthen efforts to match the Federal endowment grant; in FY 1990, the University matched all available funds. Congressional legislation stipulates that the Howard University hospital become progressively more self-supporting over time.

An annual report of Howard University (III. 3) recommended several improvements the University could make to further its goal to become a "university of the first rank" and a "comprehensive research university." Among other factors Howard should:

- Develop ways to attract additional resources to the University;
- Develop a formal, structured, and continuing planning process, whereby the University could review and update its mission, goals, and objectives on a regular basis;
- Recruit and admit students of high achievement and motivation;
- Improve the computer library program for students, faculty, and administrators; and
- Actively search for the best possible candidates for faculty positions.

III. SOURCES OF INFORMATION

1. Program files.
2. Howard University.
3. The Academic Year 1987-88 Report of the Annual Inspection of The College of Liberal Arts, Howard University, Washington, DC (Washington, DC: U.S. Department of Education).
4. Howard University: A Comparative Fiscal Analysis (Washington, DC: Pelavin Associates, Inc., April 1990).

IV. PLANNED STUDIES

At the request of Congress, the Planning and Evaluation Service of the Department of Education is conducting a management analysis of Howard University in FY 1991. This study is a follow-up to the comparative analysis report completed in the spring of 1990 (III.4). The management analysis will assess several aspects of Howard University's operations, including endowment, facilities planning, faculty, student services, and strategic planning. Findings of this study will be reported to Congress in FY 1991.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Stephanie Watkins, (202) 708-9069

Program Studies : Valentina Tikoff, (202) 401-0182

DRUG PREVENTION PROGRAMS IN HIGHER EDUCATION
(CFDA No. 84.183)

I. PROGRAM PROFILE

Legislation: The Drug-Free Schools and Communities Act of 1986, as reenacted by Title V, Part D, Section 5131(d) of the Elementary and Secondary Education Act of 1965 (P.L. 100-297), as amended by the Anti-Drug Abuse Act of 1988 (P.L. 100-690), the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226), and the Crime Control Act of 1990 (P.L. 101-647) (20 U.S.C. 3211) (expires September 30, 1993).

Purpose: To encourage the development, implementation, operation, and improvement of drug education and prevention programs for students in institutions of higher education.

Funding History

Fiscal Year	Appropriation
1987	$ 7,780,000
1988	9,643,000
1989	13,902,440
1990	14,186,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program promotes educational institutions that are free of drugs and violence (Goal 6).

Population Targeting

Only institutions of higher education (as defined by the Elementary and Secondary Education Act of 1965), are eligible for grants. College students are the target population.

Services

The Drug Prevention Programs in Higher Education (DPPHE) provide grants to institutions of higher education through the Institution-Wide, Special Focus, and Analysis and Dissemination programs.

- The Institution-Wide program supports a wide variety of drug prevention efforts directed at comprehensive and institution-wide involvement and change. Funding is targeted toward campus programs that have a substantial institutional commitment and are likely to continue beyond the period of Federal support.

- The Special Focus programs support activities designed to increase or facilitate the success of comprehensive drug prevention programs that are not likely to be the focus of an institution-wide program. The three Special Focus programs are as follows:

  1. The National College Student Organizational Network program, which supports the development and implementation of drug prevention programs conducted in conjunction with national student organizations or groups or networks of such organizations that wish to pursue drug abuse education and prevention as their mission or their principal service activity;

  2. The Approaches to Accountability in Prevention program, which supports the formulation of promising new approaches to institutional leadership and individual responsibility related to drug abuse education and prevention in higher education; and

  3. The Higher Education Consortia for Drug Prevention program, which supports the organization and implementation of monthly drug and alcohol prevention meetings among local groups of institutions of higher education wishing to improve their own campus-wide programs.

- The Analysis and Dissemination programs currently support analysis and dissemination activities associated with the Institution-Wide programs through:

  1. The Dissemination of Successful Institution-Wide Projects program, which supports the transfer of components of successful Institution-Wide programs to additional institutions of higher education, to help them start, carry out, and institutionalize effective programs.

2. The Analysis of Institution-Wide Projects program, which supports the analysis of cross-cutting outcomes from a number of completed Institution-Wide programs.

Table 1 displays the number of awards granted in FYs 1987-90. During FY 1990, 151 grants were awarded to institutions of higher education or consortia thereof, which brought the total active grants during FY 1990 to 429.

TABLE 1

DRUG PREVENTION PROGRAMS IN HIGHER EDUCATION AWARDS
FY 1987 through FY 1990

	FY 1987	FY 1988	FY 1989	FY 1990
Institution-Wide Program				
Number of awards	92	95	110	105
Average award	$82,919	$97,369	$99,540	$114,210
Length of award	2 years	2 years	2 years	2 years
National College Student Organizational Network				
Number of awards	--	2	4	1
Average award	--	$166,750	$189,222	$212,984
Length of award	--	2 years	2 years	2 years
Approaches to Accountability in Prevention				
Number of awards	--	4	4	5
Average award	--	$14,897	$14,996	$14,889
Length of award	--	1 year	1 year	1 year
Higher Education Consortia for Prevention				
Number of Awards	--	--	59	26
Average Award	--	--	$30,040	$34,915
Length of Award	--	--	2 years	2 years
Dissemination of Successful Institution-Wide Projects				
Number of Awards	--	--	--	10
Average Award	--	--	--	$67,920
Length of Award	--	--	--	1 year
Analysis of Institution-Wide Projects				
Number of Awards	--	--	--	4
Average Award	--	--	--	$74,750
Length of Award	--	--	--	1 year

Source: DPPHE program files.

Program Administration

The Fund for the Improvement of Postsecondary Education (FIPSE) program staff is responsible for administering DPPHE.

Outcomes

DPPHE completed the first of its two-year awards in November 1989. An evaluation of outcomes was required of all of the grantees as part of their final report. These reports include the number of students reached, the number of administrators, faculty, and student volunteers, and the results from pre- and post-program surveys taken by each institution examining drug use among its students. The FY 1990 Analysis of the Institution-Wide Projects program is designed to determine the success of the early FY 1987 efforts.

Improvement Strategies

Recommendations from the program's grantees are analyzed twice each year to seek improvements in the ongoing programs and to design new programs to further DPPHE goals.

III. SOURCES OF INFORMATION

1. DPPHE program files.
2. Unpublished preliminary findings reported by DPPHE Program Office.

IV. PLANNED STUDIES

Final reports from the first grantees were received by February 1990. Analyses of these final reports are currently underway. A survey of Institution of Higher Education prevention policies and programs is expected to be conducted in early FY 1992. A follow-up to the 1986 Higher Education Survey, this effort will examine changes in policies and programs as a result of the implementation of the Drug-Free Schools and Campuses certification regulations.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Dr. Ronald Bucknam, (202) 708-5750

Program Studies : Valentina Tikoff, (202) 401-0182

STUDENT LITERACY CORPS
(CFDA No. 84.204)

I. PROGRAM PROFILE

Legislation: Higher Education Act of 1985, Title I, Part D, as amended, P.L. 89-329; Omnibus Trade and Competitiveness Act of 1988, P.L. 100-418, (20 U.S.C. 1018-1018f) (expires September 30, 1992).

Purpose: To promote the establishment of student literacy corps projects operated by institutions of higher education in which undergraduates serve as unpaid tutors in community agencies.

Funding History

Fiscal Year	Appropriation
1989	$4,940,000
1990	5,042,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

This program supports literacy (Goal 5) by helping postsecondary institutions involve their students as volunteer tutors.

Services

Participating institutions establish credit-bearing courses which combine undergraduate study with experience as tutors. Tutors are required to serve 60 hours per term in public community agencies that serve educationally or economically disadvantaged individuals.

In FY 1990 an average of $45,000 was provided to each of the 205 institutions to operate the program for a two-year period.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Diana Hayman, (202) 708-8394

Program Studies : Gregory Henschel, (202) 401-0182

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

TERRITORIAL TEACHER TRAINING ASSISTANCE PROGRAM (TTTAP)
PROJECT GRANTS TO TERRITORIAL JURISDICTIONS
(CFDA No. 84.124)

I. PROGRAM PROFILE

Legislation: Education Amendments of 1978, Title IX, Part C, Section 1525, P.L. 95-561 (20 U.S.C. 3142), as reauthorized by the Education Amendments of 1984, P.L. 98-511 and P.L. 100-297 (expires September 30, 1993).

Purposes: To provide assistance for teacher training in schools in Guam, American Samoa, the Northern Mariana Islands, Palau, and the Virgin Islands. Grants are awarded to State education agencies (SEAs) in each territory.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1980	$ 2,000,000	1985	$ 2,000,000
1981	1,800,000	1986	1,913,000
1982	960,000	1987	2,000,000
1983	960,000	1988	1,915,000
1984	1,000,000	1989	1,976,000
		1990	1,762,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Improved Teacher preparation contributes to the attainment of competency in subject matter and preparation for citizenship (Goal 3) and achievement in science and mathematics (Goal 4).

Services

During FY 1989, training activities continued to be focused on the needs of teachers lacking a bachelors degree or full certification. Participating jurisdictions reported the following numbers of teachers who made progress toward or completed their degree or certification requirements during FY 1989:

Jurisdiction	Made Progress	Completed Requirements
American Samoa	531	3
Guam	170	13
Northern Marianas	395	5
Palau	89	33
Virgin Islands	262	12

According to a 1989 study, teachers in private school systems are participating equitably in TTTAP-sponsored training. In the Virgin Islands, such participation is stimulated by the desire to qualify for higher-paying jobs in the public system. The most significant barriers to participation in the Pacific territories were found to affect public school teachers in remote outer island locations, where distance from training sites and lack of exposure to English speakers have combined to limit participation (III.2).

Program Administration

A major problem for local as well as Federal administrators has been the lack of adequate program records. Site visitors found TTTAP records to be poorly maintained, incomplete, or in some cases non-existent. As a result of the technical assistance activity initiated this year, there has been modest improvement in these areas, but not as much as was anticipated.

Outcomes

While agreeing that TTTAP has had a positive impact on education in the territories, the evaluators point to a number of factors that have operated to reduce the value of TTTAP-sponsored training. In addition to deficiencies in the areas of planning and needs-assessment, these factors include limited comprehension of English (the exclusive language of instruction in TTTAP classes) and the length of time--up to ten years--required for completion of a bachelor's degree.

Improvement Strategies

With FY 1989 TTTAP funds, technical assistance was provided during FY 1990 to TTTAP projects under an agreement with the Northwest Regional Education Laboratory, which provides services in the Pacific basin through its Center for the Advancement of Pacific Education (CAPE) headquartered in Hawaii. In response to findings of the TTTAP evaluation, CAPE concentrated its technical assistance in the areas of needs assessment and planning. With the establishment of a regional educational lab for the Pacific Basin in FY 1991, more improvement is expected.

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III. SOURCES OF INFORMATION

1. Program files.

2. Evaluation of the Territorial Teacher Training Assistance Program (Washington, DC: Research and Evaluation Associates, Inc., May 1989)

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Joseph A. Wilkes, (202) 219-2186

Program Studies : Rob Barnes, (202) 401-0325

PUBLIC LIBRARY SERVICES--GRANTS TO STATE LIBRARY AGENCIES (CFDA No. 84.034)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title I, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1994).

Purposes: To provide improved library access for all persons who by reason of distance, residence, physical handicap or other disadvantages are unable to receive the benefits of public library services; to help local libraries provide information referral services to the community, and to make effective use of technology; to help libraries provide literacy and drug abuse prevention programs; to provide library services to child care centers and to those with limited-English speaking ability; to strengthen the capacity of State library administrative agencies to meet library needs; to support and expand the services of major urban resource libraries; and to strengthen metropolitan libraries serving as regional resource centers.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1957	$ 2,050,000	1983	$60,000,000
1960	7,500,000	1984	65,000,000
1965	25,000,000	1985	75,000,000 1/
1970	29,750,000	1986	71,774,000 1/
1975	49,155,000	1987	80,000,000 1/
1980	62,500,000	1988	78,986,000 1/
1981	62,500,000	1989	81,009,000 1/
1982	60,000,000	1990	82,505,000 1/

1/ Under the Library Services and Construction Act, 1.5 percent of the amounts appropriated for Titles I, II, and III is used for grants to Indian tribes and 0.5 percent is used for grants to Hawaiian Natives, under Title IV (Library Services for Indian Tribes and Hawaiian Natives) (see Chapter 609 of this AER).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

Projects funded under LSCA that directly supported helping children become ready to learn (Goal 1) include: Reading Readiness and Toddlers, approximately 40 projects that supported delivery of library service to daycare sites including Head Start centers; Parent and Caregiver Training, which worked on reading readiness skills; and Family Literacy which included intergenerational reading readiness projects.

Over 62 projects were funded for programs which help ensure that students graduate from high school (Goal 2). Projects included Summer Reading programs, Meet the Author, and "Bridge to Success" a project which supported a Juvenile Literacy Center for disadvantaged children.

The greatest increase in targeting of Title I funds has come in the literacy and lifelong learning roles of the public library which funded more than 200 projects in the last two years (Goal 5).

Services

Recent annual reports from the States show an array of projects conducted by States and local public libraries. Projects included Statewide summer reading programs; homework centers established to assist elementary and secondary school students after school hours; the use of technology to provide services for blind, disabled, and elderly persons; the development of cooperative collection development policies at the State or local level; literacy programs for adults and school dropouts; and activities for the elderly, including large-print books, library services to retirement homes, bookmobiles, and books-by-mail services.

Outcomes

Data from the FY 1988 State annual reports indicate that 33 percent of the Title I funds were used to provide library services to areas with inadequate services; 21 percent to strengthen the State library administrative agencies; 7 percent to support designated major urban resource libraries; 7 percent to the handicapped; 4 percent to limited English-speaking library efforts; 4 percent for literacy programs; 4 percent for program administration; 3 percent for State institutional library services; 3 percent for strengthening metropolitan public libraries which serve as national or regional resource centers; 2 percent for services to the elderly; and 2 percent for community information referral centers.

Improvement Strategies

In FY 1990, the Department continued to work with State Library Administrative Agencies--

- To ensure that there is improved evaluation of LSCA projects; and
- To foster more thorough long-range planning for Statewide public library development through reviews of the LSCA long-range plan and annual update documents.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 219-1303

Program Studies : Barbara Vespucci, (202) 401-3630

INTERLIBRARY COOPERATION AND RESOURCE SHARING--GRANTS TO STATE LIBRARY AGENCIES (CFDA No. 84.035)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title III, P.L. 91-600, as amended (20 U.S.C. 351 et seq.)(expires September 30, 1994).

Purposes: To provide formula grants to the States to develop, establish, expand or operate local, State, regional, and interstate cooperative library networks and to promote resource sharing activities among public, academic, school, and special libraries.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$ 375,000	1984	$15,000,000
1970	2,281,000	1985	18,000,000 1/
1975	2,594,000	1986	17,226,000 1/
1980	5,000,000	1987	18,000,000 1/
1981	12,000,000	1988	18,669,000 1/
1982	11,520,000	1989	19,102,000 1/
1983	11,520,000	1990	19,551,000 1/

1/ Under the Library Services and Construction Act, 1.5 percent of the amounts appropriated for Titles I, II, and III is used for grants to Indian tribes and 0.5 percent is used for grants to Hawaiian Natives, under Title IV (Library Services for Indian Tribes and Hawaiian Natives)(see Chapter 609 of this AER).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

Historically, these funds supported interlibrary loan programs under which books and other materials not available at one library might be provided by other cooperating libraries in the region or State. While such interlibrary loan networks are still supported, the program largely supports a variety of new forms of information technology, such as Statewide computer bibliographic systems and access to Online Computer Library Center (OCLC) through regional service networks. States have also engaged the services of consultants in networking to assist them in developing both long-range and short-term programs for local and Statewide library automation and resource sharing. In addition, new methods of storing and disseminating bibliographic data and library materials, and of transmitting documents and information were explored by a number of States.

Outcomes

Because of the apparent cost-sharing benefits of these projects, 24 States are now providing special State aid to library systems, consisting of different types of libraries and networks for improved access to information resources.

Improvement Strategies

In FY 1990, the Department continued to work with State libraries:

- To encourage active interest in the benefits of networks for all types of libraries, particularly in small communities with inadequate collections; and
- To monitor the Statewide resource-sharing plans to determine whether or not they address the following major areas: 1) providing bibliographic access to computerized data bases and other communication systems for information exchange; 2) developing delivery systems for exchanging materials among libraries; 3) projecting the computer and other technological needs for resource sharing; and 4) analyzing and evaluating the State's library resource-sharing needs.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 219-1303

Program Studies : Barbara Vespucci, (202) 401-3630

LIBRARY LITERACY PROGRAM--DISCRETIONARY GRANTS TO STATE AND LOCAL PUBLIC LIBRARIES
(CFDA No. 84.167)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title VI, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1994).

Purpose: To provide grants to State and local public libraries for the support of literacy programs in public libraries.

Funding History

Fiscal Year	Appropriation
1986	$4,785,000
1987	5,000,000
1988	4,787,000
1989	4,730,000
1990	5,365,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

With the continued national focus on reducing the rate of illiteracy and an increase in the number of sources of support for literacy projects, the Library Literacy program made several overtures designed to increase collaboration with other Federal literacy programs. Program staff worked with staff from the Department's Division of Adult Education and Literacy, the American Library Association's Office of Outreach Services, and the National Clearinghouse on Literacy Education (an ERIC Adjunct Clearinghouse) to establish a network of timely and accurate information (Goal 5).

Services

State Library Administrative Agencies coordinate and plan literacy programs and arrange for the training of librarians and volunteers to carry out such programs. Local public libraries promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs; and support the use of library facilities for literacy programs. In FY 1987 (the latest year for which data are available), this program trained 18,245 volunteers and 4,111 librarians.

Program Administration

Eighteen grants were awarded in FY 1990 to State public libraries to train librarians and volunteers through workshops and seminars, to initiate and coordinate Statewide literacy programs, and to provide technical assistance to librarians in their States to conduct literacy projects.

A total of 219 grants were awarded to local public libraries to acquire literacy materials, to recruit and train volunteers to be tutors, and to promote their literacy projects to reach the illiterate population in their communities.

Improvement Strategies

Greater emphasis was placed on disseminating information about the Library Literacy program and on disseminating the efforts of public libraries in the literacy field. The program convened panels for two national conferences. The panels featured presentations by directors of Library Literacy projects that were considered exemplary and that showed cooperation between libraries and other literacy providers.

Program staff continue to improve the management of information. This year, the reviewers' data bases were refined to take into account geographic proximity and frequency of service when putting together review teams.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operation: Ray Fry, (202) 219-1315

Program Studies : Barbara Vespucci, (202) 401-3630

LIBRARY CAREER TRAINING--DISCRETIONARY GRANTS TO AND CONTRACTS WITH INSTITUTIONS OF HIGHER EDUCATION AND LIBRARY ORGANIZATIONS OR AGENCIES (CFDA No. 84.036)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-B (Section 222), P.L. 89-329, as amended (20 U.S.C. 1021, 1022, and 1032) (expires September 30, 1991).

Purpose: To help institutions of higher education and library organizations and agencies train persons in the principles and practices of librarianship and information science, including new techniques of information transfer and communication technology.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1966	$1,000,000	1984	$640,000
1970	4,000,000	1985	640,000
1975	2,000,000	1986	612,000
1980	667,000	1987	659,000
1981	667,000	1988	410,000
1982	640,000	1989	400,000
1983	640,000	1990	570,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

Targeted groups include: (1) persons who need training in areas of library specialization where shortages exist, such as school media, children's services, youth-adult services, science reference, and cataloging; (2) persons who need training in the new techniques of information acquisition, transfer, and communication technology, and in their planning, evaluation, and dissemination; (3) persons who want to become library educators; and (4) persons who will serve the elderly, the illiterate, the disadvantaged, or rural residents in providing for their information needs. The Library Career Training program provide funds for fellowships and institutes. In FY 1990, 10 fellowships were awarded at the doctoral level, 2 post-masters, and 21 masters. Training emphasis at the doctoral level included specialization in library education, library service to children and young adults, research methodologies, and communication technology; at the post-masters level, advanced training was pursued in science reference and in serving the information needs of the rural, elderly, and illiterate residents; and at the masters level, training was received for school library media specialists, children and young adult services personnel, cataloging and science reference librarians, and network managers.

Institute grants were awarded to four institutions of higher education. Two of the institutes will concentrate on advanced training for school library media specialists in the management of new library formats - networks, consortia, technical services and electronic bulletin boards. One will provide opportunities for librarians in regional colleges to increase their management skills (including supervising, performance evaluation and time management). Another institute will concentrate on increasing the evaluation skills of public libraries for children.

Program Administration

The Department of Education continued its peer review initiative by utilizing experts in the field to review and evaluate proposals. The 40 fellowship proposals and 15 institute proposals received were reviewed by 15 persons across the United States.

Outcomes

Since the beginning of the Library Career Training program in 1966, fellowships for training in institutions of higher education have assisted 1,111 persons at the doctoral level, 250 persons at the post-master level, 2,829 persons at the master level, 16 at the bachelor level, and 53 at the associate level. During this same period, 85 institutes were conducted.

The FY 1990 fellowship recipients at the masters level included studies in cataloging, children and youth services, medical and archival library services, school library media, public library services for rural and disadvantaged persons. The doctoral fellows concentrated on research in children's and young adult library programs and library and information science education.

Improvement Strategies

The Secretary of Education selected several areas from the program's established priorities for which applications for fellowships will be accepted in FY 1991. This will allow concentration of funds on specialties where there are currently shortages of personnel. These areas are science reference librarians, children's and young adult services librarians, technology specialists, and library educators.

Training in planning and evaluation for State librarians is being planned at the interagency level.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ray Fry, (202) 219-1315

Program Studies : Barbara Vespucci, (202) 401-3630

LIBRARY RESEARCH AND DEMONSTRATIONS-- DISCRETIONARY GRANTS TO AND CONTRACTS WITH INSTITUTIONS OF HIGHER EDUCATION AND OTHER ELIGIBLE AGENCIES, INSTITUTIONS, AND ORGANIZATIONS
(CFDA No. 84.039)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-B (Section 223), P.L. 89-329, as amended (20 U.S.C. 1021, 1022, and 1033) (expires September 30, 1991).

Purpose: To make grants to and contracts with institutions of higher education and other public and private agencies, institutions, and organizations for research or demonstration projects related to the improvement of libraries, training of librarians, and dissemination of information derived from such projects.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1967	$3,550,000	1984	$240,000
1970	2,171,000	1985	360,000
1975	1,000,000	1986	345,000
1980	333,000	1987	341,000
1981	250,000	1988	308,000
1982	240,000	1989	309,000
1983	240,000	1990	285,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

New projects were selected from among 45 proposals. Five new projects were funded for $285,000. These projects are as follows:

Output Measures for Children's Services in Public Libraries. The Association for Library Service to Children and the Public Library Association of the American Library Association established a joint committee to measure and evaluate library services to children 19 years and younger and their care-givers. This project, prepared by members of the committee, will develop and field-test both quantitative and qualitative evaluative measures for public library services for children and their caregivers; these measures will be disseminated as Volume 2, Output Measures for Public Libraries, 2nd edition. The grantee is the American Library Association.

Assessing the Role of the Rural Public Library.
Little information exists to characterize the rural American and his/her information needs. Information access in rural America has been overlooked because most of the research conducted to date has focused on the rural librarian. This study proposed to determine the perceptions that the rural adult has about the public library; to assess the information needs of rural Americans who do not use public libraries; to examine the extent to which the library is able to meet the potential information needs of the adult public; to develop and test a survey instrument adaptable at the local level; to develop training materials relating to "capturing" the rural nonusers; and to disseminate the results through newsletters, feature articles, and a conference program. The grantee is Clarion State University.

The Impact of School Library Media Centers on Student Achievement.
This study is designed to develop better empirical evidence of the positive impact of library media centers (LMC) on K-12 student achievement in Colorado's public schools. It will also facilitate the development of such evidence in other States. The quality of this evidence will be improved by: identifying schools rather than students as the units of analysis; using service outputs as well as resource inputs as measures of LMC quality; and ruling out school and family differences which might otherwise explain the quality of school library media centers and K-12 student achievement, respectively. The grantee is the Colorado State Department of Education.

The Use of Children's Materials in School and Public Libraries.
This project is designed to collect information about use of children's collections in school and public libraries. This study has three goals: (1) to determine what data regarding children's collections and the use of these collections in school and public libraries are regularly collected and disseminated by the States; (2) to determine what data regarding children's collections and the use of these collections are regularly collected by individual school and public libraries; and (3) to investigate differences in the use of children's collections in school and public libraries by format, type, and subject of material used. The grantee is the State University of New York at Buffalo.

The Economics of Public Libraries and Library Funding. The Urban Libraries Council proposes that research be conducted to identify the best practices in funding and financial administration of public libraries. The study will be undertaken by the research team of Dr. Jane Robins and Dr. Douglas Zweizig of the University of Wisconsin-Madison, School of Library and Information Studies, with the input of a nine-member advisory committee of library trustees and administrators. The research team will prepare a resource book to be published by the ABLEX Publishing Corporation designed to enhance and refine best practices, and alternative options available to libraries in different economic settings. After review and testing, the resource book will be the basis for a national seminar to aid in the dissemination of the research findings. Major speakers will be asked to present papers designed to supplement the resource book, and these will also be disseminated to the professional community. At the close of the research a final report containing findings and further recommendations will be prepared by the research team. The grantee is the Urban Libraries Council.

Improvement Strategies

For the FY 1991 Library Research and Demonstration program, the Department set two invitational priorities: (1) to research the role of libraries in the dissemination of information; and (2) to determine the impact of the expanding information networks on local, State, or national organizations, institutions, agencies, or communities. The peer review process for this program, using persons in the library field working at home, is intended to save money for the government, and to provide wider involvement in the review process by people interested in libraries.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ray Fry, (202) 219-1315

Program Studies : Barbara Vespucci, (202) 401-3630

STRENGTHENING RESEARCH LIBRARY RESOURCES--
DISCRETIONARY GRANTS TO MAJOR RESEARCH LIBRARIES
(CFDA No. 84.091)

I. PROGRAM PROFILE

Legislation: The Higher Education Act (HEA) of 1965, Title II-C, P.L. 89-329, as amended (20 U.S.C. 1021, 1022, 1041, and 1042) (expires September 30, 1991).

Purpose: To promote high-quality research and education throughout the United States by providing grants to help major research libraries maintain and strengthen their collections and make their holdings available to other libraries and individual researchers and scholars outside their primary clientele.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1978	$5,000,000	1985	$6,000,000
1980	6,000,000	1986	5,742,000
1981	6,000,000	1987	6,000,000
1982	6,000,000	1988	5,744,000
1983	6,000,000	1989	5,675,000
1984	6,000,000	1990	5,738,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

This program targets and benefits scholars and users of research collections by assisting institutions with major research libraries to acquire rare and unique materials; to preserve fragile and deteriorating materials not generally available elsewhere; and to provide access to collections by converting bibliographic information into machine-readable form and entering the records into national data bases.

Thirty-five projects benefiting 41 institutions were funded in FY 1990. Five of these were grants to continue activities funded in FY 1989 that are improving access to materials needed by many potential users.

Services

All of the 30 new grantees chose bibliographic control as one area of project activity, adding new entries to national data bases, and making additional research materials accessible to users.

Eight grantees used Title II-C funds for advanced preservation techniques to make rare and unique materials more accessible.

Six institutions promoted cooperative activities by administering joint projects involving additional institutions.

In support of the Quincentennial celebration in 1992 of Columbus' first voyage to the New World, 14 institutions are attempting to bring under bibliographic control their collections of Latin American materials.

Improvement Strategies

Continued efforts were made to improve technical assistance to grantees and applicants. Fiscal and program data have been prepared and published annually as a part of the program brochure--Abstracts of Funded Projects--which has been refined and widely disseminated. Extensive telephone contacts have assisted in the preparation of applications and in the guidance of project directors through problem, administrative, and program areas. Site visits have helped smooth difficult administrative aspects of projects involving multiple institutions. Draft applications have been reviewed and suggestions given for improvement, and detailed critiques have been prepared for unsuccessful applicants.

In addition, the problem of high indirect costs being charged to this program has been resolved. In FY 1990, Grants and Contracts Services (GCS) no longer accepted on-campus research indirect cost rates, or any other rate that did not specifically include the HEA Title II-C program in its cost allocation plan. Instead, GCS and the program office are using the general and administrative component of the Federally-negotiated indirect cost rate agreement. This has resulted in a much smaller amount of program funds being charged to indirect costs, permitting the funding of additional projects. In past competitions, an average of 20 percent of the annual appropriation--about $1,000,000--has been charged to indirect costs each year.

III. SOURCES OF INFORMATION

1. Program files.

2. _Abstracts of Funded Projects_, published annually by the Office of Library Programs, U.S. Department of Education.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ray Fry, (202) 219-1315

Program Studies : Sandra Furey, (202) 401-3630

PUBLIC LIBRARY CONSTRUCTION--GRANTS TO STATE LIBRARY AGENCIES (CFDA No. 84.154)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title II, P.L. 91-600, as amended (20 U.S.C. 351 et seq.) (expires September 30, 1994).

Purpose: To provide formula grants to the States to assist public libraries in the construction of new buildings and the acquisition, remodeling and alteration of existing buildings. Projects to be assisted include, but are not limited to, construction designed to increase access to public libraries by the handicapped, to conserve energy, to accomodate new technologies, or to convert historic buildings for use as libraries. Further, States and localities are required to match the Federal funds for each construction project, on at least a one-to-one basis. Thus, the Title II funds provide only partial support for any construction project.

Funding History

Fiscal year	Appropriation	Fiscal Year	Appropriation
1965	$30,000,000	1984	0
1970	7,807,250	1985	$25,000,000 2/, 3/
1975	0	1986	21,533,000 2/, 3/
1980	0	1987	21,500,000 2/, 3/
1981	0	1988	22,595,000 2/, 3/
1982	0	1989	22,324,000 2/, 3/
1983	50,000,000 1/, 2/	1990	18,900,000 2/, 3/

1/ The Emergency Jobs Act, P.L. 98-8, appropriated $50 million in FY 1983 for public library construction to be administered under the authority of the Library Services and Construction Act, Title II.

2/ There is no time limit for the expenditure of these funds.

3/ Under the Library Services and Construction Act, 1.5 percent of the amounts appropriated for Titles I, II, and III is used for making grants to Indian tribes and 0.5 percent is used for making grants to Hawaiian Natives under Title IV (Library Services for Indian Tribes and Hawaiian Natives)(see Chapter 609 of this AER).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

Recent State library annual reports show that the Title II funds were expended at the local level as follows:

o Remodeling primarily to conserve energy and to accommodate the use of new technology	50%
o Construction of new buildings	25%
o Additions, acquisition costs, land purchases, and architectural fees	25%

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Robert Klassen, (202) 219-1303

Program Studies : Barbara Vespucci, (202) 401-3630

LIBRARY SERVICES FOR INDIAN TRIBES AND HAWAIIAN NATIVES--BASIC AND SPECIAL PROJECTS DISCRETIONARY GRANTS
(CFDA No. 84.163)

I. PROGRAM PROFILE

Legislation: Library Services and Construction Act (LSCA), Title IV, P.L. 91-600, as amended (20 U.S.C. 351 et seq.)(expires September 30, 1994).

Purposes: (1) To promote the extension of public library services to Hawaiian Natives and Federally recognized Indian tribes; (2) to encourage the establishment and expansion of tribal library programs; and (3) to promote the improvement of administration and implementation of library services for program recipients by providing funds to establish new programs and to support ongoing ones.

Funding History

Fiscal Year	Appropriation 1/
1985	$2,360,000
1986	2,211,000
1987	2,410,000
1988	2,405,000
1989	2,448,700
1990	2,419,120

1/ Under the Library Services and Construction Act, 1.5 percent of the appropriations for Titles I, II, and III is set aside for Indian tribes, and 0.5 percent is set aside for Hawaiian Natives. For FY 1990, Indian tribes received $1,814,340 (75 percent of the 1990 total above) and Hawaiian Natives received $604,780 (25 percent).

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Services

For Indian tribes, the 172 Basic Grants and the 13 Special Projects Grants support the following public library services: training or salaries of tribal library personnel; purchase of library materials; promotion of increased awareness of tribal library needs; support of special library services; and construction, renovation, or remodeling of library buildings.

Basic Grants

The majority of the 172 basic grant awards benefiting 177 Indian tribes and Alaskan villages are being used to purchase library materials and to supplement the salaries of tribal library personnel.

One Basic Grant of $604,780 was made to the Hawaiian Native organization recognized by the Governor of Hawaii. This single grant is serving the needs of Hawaiian Natives by supporting 8 projects that improve development of outreach programs, increase access, enhance evaluation, and provide employment training for Hawaiian Natives in library and information services.

Special Projects Grants

Four of 13 Indian tribes receiving Special Projects Grants will build new library facilities. The remaining Special Projects grantees will pay for salaries and training of tribal members as library personnel, and strengthen their tribal collections by purchasing selected library materials and installing library computer systems to share resources.

Special Projects Grants are available only to Indian tribes that have received a Basic Grant. Hawaiian Natives request all available funds under the Basic Grant program and do not participate in the Special Projects program.

Improvement Strategies

Plans to improve program administration include increasing the number of qualified potential field readers, disseminating program achievements, and monitoring of projects.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ray Fry, (202) 219-1315

Program Studies : Sandra Furey, (202) 401-3630

COLLEGE LIBRARY TECHNOLOGY
AND COOPERATION GRANTS
(CFDA No. 84.197)

I. PROGRAM PROFILE

Legislation: The Higher Education Act of 1965, Title II-D, P.L. 89-329, as amended (20 U.S.C. 1021, 1022, and 1047) (expires September 30, 1991).

Purpose: To encourage resource-sharing projects among the libraries of institutions of higher education through the use of technology and networking; to improve the library and information services provided to the libraries of institutions of higher education by public and nonprofit private organizations; and to conduct research or demonstration projects which meet their special needs by using innovative technology to enhance library and information sciences.

Funding History

Fiscal Year	Appropriation
1988	$3,590,000
1989	3,651,000
1990	3,732,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

Population Targeting

The College Library Technology and Cooperation Grants program benefits colleges, universities, and certain qualified nonacademic libraries by providing funds for library technology grants to support resource sharing and other networking activities. While primarily intended to assist in the acquisition of special equipment, grant funds may also be used for networking membership fees, salaries, supplies, telecommunication costs, evaluation, dissemination, and other related activities.

In the combination grant category, 12 awards were made in FY 1990. These grants are designed to establish and strengthen joint-use library facilities, resources, software, or equipment. These combination grants have allowed academic libraries to create shared online catalogs and acquisitions programs, to strengthen existing shared systems through reconversion of records, and to establish new levels of cooperation, either regionally or through the coordination of specialized subject collections.

In FY 1990, one award was made in the services to institutions category. These types of grants are designed to establish, develop, or expand programs or projects that improve the grantee's services to institutions of higher education. Funds have been awarded to nonacademic libraries to improve and expand access to materials through interlibrary loan to collection indices to support the academic programs of the institutions they serve, and to train academic librarians in the use of bibliographic utilities to improve the quality of library services at institutions of higher education.

In FY 1990, 7 awards were made in the research and demonstration category. These grants were designed to meet specialized national or regional needs in utilizing technology to enhance library and information sciences. Typically, funds have been awarded for research and demonstration in three major areas of study:

1) Computer-Assisted Instruction Projects. These projects develop methods to raise the level of computer competence among library users, to instruct users about alternate computerized information data bases, and to measure the impact of computer-assisted user instruction programs on the academic performance of the students.

2) Current Technology Impact Studies. These projects analyze and evaluate the effects of library technology currently in use. The projects also measure the variables involved in utilizing library technology, including cost factors, effects on users and staffs, and the feasibility of expanding the current system for different uses.

3) Advanced Systems Design. These projects propose development of advanced information gathering and analysis systems which will increase productivity for researchers and improve interlibrary loan functions for resource-sharing networks.

Services

In FY 1990, 15 networking grants were made. These grants are designed to plan, develop, acquire, install, maintain, or replace the technological equipment and software necessary to participate in library resource-sharing networks.

The networking grants allow academic libraries that have not been able to allocate funds from their operating budgets to take advantage of technological advancements in the library and information science field.

Improvement Strategies

At the end of the third year of the program, refinements and improvements continue to be made to the application review process, including the active recruitment of library technology experts to serve as evaluators of the proposals; the creation of a peer review data base enabling the program staff to identify specific areas of expertise; and the development of a program data base to assist in project data collection and analysis.

III. SOURCES OF INFORMATION

1. Program files.
2. Abstracts of Funded Projects, published annually by the Office of Library Programs, U.S. Department of Education.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Ray Fry, (202) 219-1315

Program Studies : Sandra Furey, (202) 401-3630

EDUCATIONAL IMPROVEMENT PARTNERSHIPS--NATIONAL PROGRAMS
NATIONAL DIFFUSION NETWORK
(CFDA NO. 84.073)

I. PROGRAM PROFILE

Legislation: Elemenatary and Secondary Act of 1965, as amended, Title I, Section 1562 (20 U.S.C. 2962) (expires September 30, 1993).

Purpose: To promote and accelerate the systematic, rapid national dissemination and adoption by public and nonpublic educational institutions of effective education practices, products, programs, and process developed by local school districts, colleges and universities, and other public or private nonprofit organizations, agencies, or institutions.

Funding History

Fiscal Year	Appropriation	Fiscal Year	Appropriation
1974	$ 9,100,000	1985	$10,700,000
1975	8,400,000	1986	10,237,927
1980	10,000,000	1987	10,700,000
1981	8,750,000	1988	10,244,000
1982	8,800,000	1989	11,066,000
1983	10,000,000	1990	12,837,000
1984	10,000,000		

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The array of programs avaliable through the National Diffusion Network addresses one or more of the national education goals. A large proportion of the programs concentrate on goal 3, student achievement; while a growing number focus on goal 1, readiness to learn in school; goal 2, high school completion; and goal 4, mathematics and science achievement. There are also a few programs which address goal 5, adult literacy; and some others with a focus towards goal 6, discipline and drug-free schools. The search for additional programs has been directed towards comprehensive programs that address the national goals.

Population Targeting

The National Diffusion Network (NDN) is designed to serve all schools in the Nation. NDN programs have been adopted by schools of every type--rural, urban, and suburban--and for many target populations, including students with disabilities, students that are economically disadvantaged, students with limited English-proficiency, migrant students, and functionally illiterate adults (III.1).

During the 1988-89 school year, 29,385 schools adopted NDN programs, 82,668 people were trained, and approximately 4.1 million students participated in programs (III.1).

Services

The NDN currently funds projects in reading, writing, health, history and civics, math, the humanities, science, special education, gifted and talented education, adult literacy, and projects to improve teaching and the quality of instruction. In addition, all States, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, Guam, the Northern Mariana Islands, and Palau have a State facilitator project that links the education programs with the local schools interested in adopting them. The Private School Facilitator project also serves the Nation's private schools in all the above program areas.

Improvement Strategies

All facilitators are responsible for arranging the selection and training of local facilitators for the NDN programs adopted by educational institutions. The local facilitators are to serve as a resource to provide ongoing assistance to assure that the educational institutions receive the administrative support and followup required for a smooth adoption. Local facilitators also assist with institutionalizing the program and expanding it throughout the adopting schools and districts (III.2).

Program Administration

Project and facilitator grants are awarded competitively and may last as long as four years, depending on performance and availability of funds. Contracts are also awarded competitively to (1) provide technical assistance to NDN grantees and to identify and assess promising practices; and (2) to support the Program Effectiveness Panel, which verifies the effectiveness of programs participating in the NDN (III.1).

III. SOURCES OF INFORMATION

1. **Program files.**

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Linda Jones, (202) 219-2134

Program Studies : Audrey Pendleton, (202) 401-3630

DWIGHT D. EISENHOWER
MATHEMATICS AND SCIENCE EDUCATION NATIONAL PROGRAM
(CFDA No. 84.168)

I. PROGRAM PROFILE

Legislation: Dwight D. Eisenhower Mathematics and Science Education Act, Section 2012 of the Elementary and Secondary Education Act, as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 (20 U.S.C. 2992) (expires September 30, 1993).

Purpose: This program provides support for projects designed to improve the quality of teaching and instruction in mathematics and science and to increase access to that instruction. The national program supports projects of national significance directed at certain urgent priorities identified by the Department in mathematics and science education in the Nation's public and private elementary and secondary schools.

Funding History

Fiscal Year	Appropriation
1985	$ 9,900,000
1986	3,875,000
1987	7,200,000
1988	10,771,000
1989	8,892,000
1990	8,781,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The program funds projects to improve elementary and secondary mathematics and science education, which is one focus of Goal 3 (improve student achievement in critical subjects) and which directly addresses Goal 4 (improve mathematics and science achievement).

Population Targeting

The program serves public and private elementary and secondary school students, teachers, and related educational personnel, through grants to State and local education agencies, institutions of higher education, and public and private nonprofit organizations.

Services

The Eisenhower National program provides support for projects designed to improve the quality of teaching and instruction in math and science in the Nation's schools and to increase access to that instruction. Under this program, the Department has supported demonstration and technical assistance projects directed at strengthening and expanding the impact of promising curriculum reform programs, such as the National Council of Teachers of Mathematics (NCTM) Standards, the National Science Teachers' Association (NSTA) Scope and Sequence Project, and the American Association for the Advancement of Science (AAAS) Project 2061--Science for All Americans. The 81 innovative projects currently supported include elementary education demonstration models, projects to integrate new technologies into math and science instruction, and demonstration projects to increase the access of historically underserved and underrepresented groups to math and science education. The majority of the projects involve collaboration between school districts and institutions of higher education, and often include other partners such as businesses and museums. A National Technical Assistance Center in science and a number of cooperative efforts with the National Science Foundation are also supported by this program.

Program Administration

The Eisenhower National program and the Eisenhower State Grant program cosponsor an annual national technical assistance conference in cooperation with the Eisenhower State Grant program coordinators and a broad range of Federal agencies and education organizations. As part of the 1990 conference, a project director's workshop was held on evaluation and documentation, with an emphasis on eligibility requirements for the National Diffusion Network.

An annual program booklet, including project abstracts and a key contact directory, is developed and widely disseminated.

Outcomes

Discretionary program funds authorized under the antecedent Education for Economic Security Act Title II program support a two-year national study by SRI International of both the earlier Title II program and the current Eisenhower State Grant program. The study began in October 1988 and has been completed; the final report is due early in 1991.

All projects directly funded under the Eisenhower National program include evaluation components and are required to submit final performance reports, including evaluation findings. The results of these individual project reports will be synthesized and disseminated in 1991.

III. SOURCES OF INFORMATION

1. Program files, program abstracts.
2. Dwight D. Eisenhower Mathematics and Science National Program National Conference: 1989 and 1990 Project Abstracts (Washington, DC: OERI/FIRST, U.S. Department of Education, 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Allen Schmieder, (202) 219-1496 Rebecca Wilt, (202) 219-1496
Program Studies :	Joanne Wiggins, (202) 401-1958

LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT
(CFDA No. 84.178)

I. PROGRAM PROFILE

Legislation: The Higher Education Act, P.L. 89-329, as amended, Title V, Part C, Subpart 2 (20 U.S.C. 1109a-1109d) (expires September 30, 1991).

Purpose: The Leadership in Educational Administration Development program (LEAD) provides funding for the establishment or operation of State training and technical assistance centers to upgrade the leadership skills of elementary and secondary school administrators.

Funding History

Fiscal Year	Appropriation
1986	$7,176,000
1987	7,177,000
1988	8,222,000
1989	4,306,000
1990	3,845,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The LEAD program, through upgrading the leadership skills of school administrators, contributes to improved education services for elementary and secondary school students. The program therefore indirectly assists in achieving Goals 2, 3, 4, and 6.

Population Targeting

These centers have served approximately 90,000 school administrators--including superintendents, principals, assistant principals, and other central office and building administrators--each year, according to annual reports.

The data collection and analyses conducted by the centers include surveys of school boards, the State education agencies, and administrator organizations, as well as individual assessment instruments for administrators such as competency assessments. Topics covered include administrator turnover, demonstrating competencies, training needs, and certification requirements.

Services

Centers provide data collection and analysis; training programs, consultation, and technical assistance to school districts,

schools, and administrators; and information dissemination. The data collection and analysis activities discussed under Population Targeting are designed to gather State-specific information on the training and technical assistance needs of administrators, so that the LEAD centers can plan their services accordingly. The training programs, consultation, and technical assistance are provided in a variety of ways. Some centers serve as brokers, coordinating training activities and resources across the State. Other centers may provide funding for assessment centers or may create their own assessment centers. Centers may conduct the training themselves or arrange for others to conduct the training and technical assistance activities. LEAD centers also work with colleges and universities to reform their preservice preparation programs for administrators.
During the past year, centers have increasingly shifted emphasis from service delivery to long-term capacity building and/or State policy development, in efforts to institutionalize key project activities and assure long-term impact as called for by statute.

Program Administration

Federal funds are awarded on a competitive basis to support one LEAD center in each State, the District of Columbia, and the Pacific and Caribbean Insular Areas with equal funding for each center. Grants are for an initial period of three years. Fifty-one grantees have been given a three-year extension at a reduced level of Federal funding and the remaining six grantees will become eligible to receive extensions next year. Each center is required by statute to provide matching funds in amounts equal to the Federal grant during the first three years, and may be awarded a three-year extension if the grantee agrees to maintain the program with Federal assistance reduced by one-half. Many grantees are consortia or collaborative associations involving two or more organizations. Among the organizations providing services are State departments of education (26), colleges and universities (15), administrator or education associations (10), nonprofit organizations (4), a local education agency, and an area service agency (1).

Outcomes

The LEAD centers are required by law to submit annual evaluations to the Department. These are conducted in a variety of ways, ranging from using in-house evaluators to using outside contractors to conduct the evaluations. One consistent finding across the evaluations is that project participants report generally high levels of satisfaction with services and indicate that they intend to apply new skills on the job.

Centers have developed new, research-based training curricula, leadership diagnostic instruments, resource guides, and similar materials to support leadership training. Many have conducted statewide surveys of administrator training needs, career development paths, resource availability, and other issues pertinent to administrator development. Formal assessment centers have been introduced or expanded in several States. New or expanded inservice training programs have been developed and offered throughout each State.

According to program performance reports and project evaluations, projects have helped reform preservice preparation programs, assisted minorities and women to enter and advance in the field of educational administration, and created collaborative relationships with the business sector to engage private sector resources in the improvement of school leadership. Examples include the following:

- The Brigham Young University (BYU)-Schools Partnership in Utah has engaged the BYU School of Education and several Utah school districts in a collaborative program to reform the BYU preservice preparation program. The university curriculum has been totally redesigned to provide up-to-date and practical skills.

- The LEAD center in Massachusetts has created and supported networks of aspiring female administrators who receive training in special issues of interest and meet regularly to share experiences and provide mutual support.

- The Texas LEAD center has a partnership with the DuPont Company that has supported the adaptation of a corporate development program for school administrators. DuPont has contributed well in excess of $100,000 in company staff time, travel, and material to adapt the program and train in-state trainers. The Leadership Development Process program is now being offered in the major Texas urban districts and through the State's Education Service Centers and is booked solid through next year.

III. SOURCES OF INFORMATION

Program files, grant applications, continuation applications and performance reports, and project evaluations.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Adria White, (202) 219-2181

Program Studies : Daphne Hardcastle, (202) 401-1958

STAR SCHOOLS PROGRAM
(CFDA No. 84.203)

I. PROGRAM PROFILE

Legislation: The Education for Economic Security Act, Title IX, as amended by Section 2302, Title IX of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvements of 1988, P.L. 100-297, (20 U.S.C. 4081-4086) (expires September 30, 1993).

Purpose: To encourage improved instruction particularly in the areas of mathematics, science, foreign languages, and other subjects such as vocational education, through demonstration grants to telecommunications partnerships for the development and acquisition of telecommunications equipment and instructional programming.

Funding History

Fiscal Year	Appropriation
1988	$19,148,000
1989	14,399,000
1990	14,819,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Star Schools program provides access to telecommunications systems for children in isolated locations to improve instruction in the areas of mathematics, science, foreign language, and other subjects such as vocational education. Providing access to quality education programs for all students throughout the United States supports goals 3 and 4 (improving academic competency with a particular focus on achievement in mathematics and science).

Population Targeting

The Star Schools program supports eligible telecommunications partnerships organized on a Statewide or multi-State basis. Partnerships are composed of either an organization established to operate telecommunications networks to provide educational programming or three or more of the following types of organizations, one of which must be a local education agency or a State education agency, or State higher education agency: State education agencies, State higher education agencies, institutions of higher education, teacher training centers, local education agencies, public television stations, and other public or private telecommunications agencies.

In FY 1988, the Department funded four Star Schools partnerships with funds from FY 1988 and FY 1989 to implement two-year demonstration grants. The grantees will operate through January 1991. According to interviews conducted by the Department with the project officers, there were approximately 8,200 students who received high school credit in science, mathematics, or foreign language instruction through the program. Another 32,000 students participated in hands-on science experiments and 62,700 students participated in enrichment programs. There were 720 teachers in participating schools who received college credit courses through the system and another 22,600 teachers who participated in staff development seminars.

Four new grants were awarded in FY 1990. In the first funding cycle, most of the students served were located in small rural schools located in the southern and central regions of the country. In this funding cycle, enhanced services have been provided to the northwest and northeast regions. In addition, two of the four new projects focus on students in urban settings.

Services

The FY 1988 and 1989 program operated in 45 States and in 2,962 schools. Equipment was placed in 1,539 schools.

Program Administration

Funds may be used to develop, construct, and acquire instructional programming, and to obtain technical assistance. Not less than 50 percent of the funds awarded must be for services, equipment, or facilities for local education agencies eligible to receive Chapter 1 funds, and not less than 25 percent must be for instructional programming. The grantees must match 25 percent of the funds except in the case of demonstrated hardship. While the program requires at least 25 percent matching funds, a survey of current grantees shows that there has been, on average, a 40 percent match.

III. SOURCES OF INFORMATION

1. Program files.

IV. PLANNED STUDIES

None.

IV. CONTACTS FOR FURTHER INFORMATION

Program Operations:	Frank B. Withrow, (202) 219-1200 Cheryl Garnette, (202) 219-2116
Program Studies :	Elois M. Scott, (202) 401-1958

JACOB K. JAVITS GIFTED AND TALENTED STUDENTS EDUCATION PROGRAM
(CFDA No. 84.206)

I. PROGRAM PROFILE

Legislation: Part B of Title IV of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 3061-3068) (expires September 30, 1993).

Purpose: To support a coordinated program of research, demonstration projects, and personnel training to build schools' capability to identify and meet the special educational needs of gifted and talented students.

Funding History

Fiscal Year	Appropriation
1989	$7,904,000
1990	9,888,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Javits Gifted and Talented program supports programs of training and instruction to improve the education of gifted and talented students across curricular areas (Goal 3), including achievement in math and science (Goal 4).

Population Targeting

Projects supported under this program either serve gifted and talented students directly, or increase the capability to do so. Gifted and talented students are defined as "children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

Priority is given to identifying students missed by traditional assessment methods (including economically disadvantaged, limited-English-proficient, and handicapped individuals) and to education programs that include gifted and talented students from such groups.

Services

The program has both grant and contracting authority. Authorized activities include:

- preservice and inservice training of personnel involved in gifted and talented education;
- operation of model and/or exemplary programs to identify and educate gifted and talented students;
- provision of technical assistance and information dissemination; and
- support for State education agencies (SEAs) and institutions of higher education (IHEs) to assist public and private schools' operation of gifted and talented education programs.

In addition there is a requirement to establish and support a research center for gifted and talented education using no more than 30 percent of the total appropriation. In FY 1990, the Department established that center with a first year grant of $1.5 million to a consortium led by the University of Connecticut and including the University of Georgia, the University of Virginia, and Yale University. The center's program of research for the next five years includes:

- evaluation of current methods of identifying gifted students;
- examination of classroom practices and gifted and talented programs to determine their effectiveness in challenging students;
- study of new ways to measure the talents of students from historically underrepresented groups;
- evaluation of alternative ways of preparing teachers of gifted and talented students; and
- study of the progress of gifted students who are not served by special programs.

In FY 1990, 13 new grants and 28 continuation grants were made. Grant recipients included: 5 SEAs, 12 LEAs, 20 IHEs, and 4 private organizations.

Most of the projects do not identify specific curricular areas. One project has a focus on math and science at the secondary level. Projects cover various grade-span groupings. Two projects work with preschoolers, six projects address elementary students, one project focuses on the junior high/middle school grade span, and two projects serve grades K-12. The 13 new projects balance urban and rural needs; eight are focused on urban areas and five on rural populations. Economically disadvantaged students will be reached in all of the projects. Several will also address limited English-proficient and handicapped students.

The enabling legislation calls for the program to be a "national focal point" for information regarding gifted and talented education. In FY 1990, the following activities were conducted or initiated:

- an invitational conference on forms of intelligence;
- a meeting with the State Directors of Gifted and Talented education on the current status of services;
- a seminar for teachers of gifted and talented disadvantaged students;
- award of contracts to assess grades K-8 curriculum for science and language arts, to be completed in the spring of 1992; and
- organization of a steering group of experts to advise the Department on program policy and leadership initiatives, including the content of a national report due in the fall of 1991.

III. SOURCES OF INFORMATION

Program files.

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Pat O'Connell Ross, (202) 219-2187

Program Studies: Carol Chelemer, (202) 401-1958

FUND FOR THE IMPROVEMENT AND REFORM OF SCHOOLS AND TEACHING (FIRST)
FAMILY-SCHOOL PARTNERSHIPS
(CFDA No. 84.212)
SCHOOLS AND TEACHERS PROGRAMS
(CFDA No. 84.211)

I. PROGRAM PROFILE

Legislation: Part B of Title III of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, (20 USC 4801-4843) (expires September 30, 1993).

Purpose: To improve the educational opportunities for and the performance of elementary and secondary school students and teachers; and to encourage local education agencies to increase the involvement of families in the improvement of the educational achievement of their children.

Funding History

Fiscal Year	Appropriation 1/
1989	$5,928,000
1990	8,358,000

1/ Breakdown of appropriations is as follows:

	FY 1989	FY 1990
Family-School Partnership Programs (CFDA No. 84.212A)	$1,976,000	$4,443,000
Schools and Teachers: School-Level Program (CFDA No. 84.211B)	1,526,899	2,090,000
Other Schools and Teachers Program (CFDA No.84.211A)	2,275,101	1,675,000
Dissemination and Reporting	150,000	150,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

FIRST projects increase the involvement of families in the education of their children, thus increasing children's readiness for school (Goal 1), the likelihood of their graduating from school (Goal 2), and their school achievement (Goals 3 and 4). Projects to reform schooling also contribute to Goals 2, 3, and 4.

Population Targeting

The program serves elementary and secondary school students and their families, teachers, and related personnel.

Services

The FY 1990 Family-School Partnerships program focused on at-risk students and their families. The risk factors addressed include the effects of poverty, minority issues, limited English proficiency, and handicapping condition. Among the 31 projects supported in school year 1990-91 are the following examples:

- A two-year project to enable parent volunteers to work with students in the classroom to create student publications. After-school workshops provide parents and students with special computer and desk-top publishing skills.
- A three-year project to train parents in how to enhance their effectiveness in community and school councils. Areas of training include policy, planning, conflict resolution, constituency representation, group interaction, budget fundamentals, school operations, and community resources.
- A one-year project involving 400 limited-English-proficient students, grades K-5, and their families. Key elements include: training for parents to help their children overcome language facility problems; a "buddy system" where adult volunteers meet regularly at school and at home with student buddies and their families; and teachers who work directly with parents to help them work with their children on study skills, time management, self-esteem, and academic and social progress.
- A three-year project offering a Saturday drop-in program, follow-up home visits for at-risk families, English as a Second Language and General Educational Development (GED) classes for parents, training for grandmothers who are the primary caretakers of the children, and a school orientation series for parents.
- A two-year project that focuses on training parents as home-based teachers in reading and math. Additional training for parents includes use of computers, communication methods with hard to reach children, and involvement in site-based management.

Under the FY 1990 School-Level Program, 27 projects were selected for funding with preference given to projects that would benefit students or schools with below-average academic performance; lead to increased access for all students to a high quality education; and develop or implement a system for providing incentives to schools, administrators, teachers, students, or others to make measurable progress toward specific goals of improved educational performance. Among the selected projects are the following:

- A two-year project to turn an inner-city school into a peer-centered school that will serve as a demonstration/training base to disseminate peer learning, peer tutoring, and cooperative learning information to other schools in the district and beyond.

- A two-year project to develop a middle school within the present junior-senior high school. Grades 7 and 8 will be restructured with a three-block program consisting of: a 45 minute tutorial block, a 2 1/2 hour interdisciplinary block, and an afternoon interest and skills block exploring arts, humanities, languages, music, community service, and pre-vocational training.

- A two-year project to increase opportunities for at-risk students in the "world of work." A key element will be the creation of a Center for Student Business Services, operated by students for students and consisting of a limited-use branch bank, a campus store, a consignment shop, a yogurt concession, a ticketron booth, and other small businesses.

- A three-year project to provide a college preparation and mentoring program for bilingual students who exhibit an interest in teaching as a career. It will establish a support system by pairing the identified bilingual high school students with fifth-year bilingual secondary teacher credential candidates who will tutor and mentor the students from their sophomore through senior years.

III. SOURCES OF INFORMATION

1. Program files.

2. 1990 Report to Congress on Projects funded by the Fund for the Improvement and Reform of Schools and Teaching (Hampton, NH: RMC Research Corporation, 1990) [prepared under contract to the U.S. Department of Education, Office of Educational Research and Improvement, Fund for the Improvement and Reform of Schools and Teaching Office].

IV. PLANNED STUDIES

An independent contractor will design and conduct technical assistance workshops for grantees to assist them in evaluating and measuring the impact of funded projects.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Carl Jensen, (202) 219-1496

Program Studies : Elizabeth Farquhar, (202) 401-1958

SECRETARY'S FUND FOR INNOVATION IN EDUCATION
(CFDA No. 84.215A-D)

I. PROGRAM PROFILE

Legislation: Part F of Title IV of the Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297, (20 U.S.C. 3151-3157) (expires September 30, 1993).

Funding History

Fiscal Year	Appropriation
1989	15,678,000 1/
1990	18,939,000

1/ Includes $4,528,000 reappropriated for the Fund for Innovation in Education from unobligated balances from 1985 and 1986 appropriations for the Excellence in Education program.

Purpose: To carry out programs and projects which show promise of identifying and disseminating innovative education approaches, including projects in technology education, computer-based instruction, and comprehensive school health education, either directly or through grants to or contracts with State and local education agencies, institutions of higher education, and other public and private agencies, organizations, and institutions.

Program Components: Discretionary grants are awarded to eligible recipients to develop and conduct projects in the following areas:

- Innovation in Education Program. This program funds projects that show promise of identifying and disseminating innovative educational approaches. Activities may be carried out through grants or contracts.
- Technology Education Program. This program funds projects to develop television, radio, telecommunications, and video-based programs for use in elementary and secondary education.
- Computer-Based Instruction Program. This program funds projects to expand and strengthen computer-based education in public and private elementary and secondary schools. Activities may include inservice teacher and administrator training, the expansion of computer hardware and complementary resources, and other programs designed to improve the extent and quality of computer-based education.

- Comprehensive School Health Education Program. This program funds projects to improve comprehensive health education for elementary and secondary students.

FY 1989 and 1990 Funds

Program	1989	1990
Innovation in Education	$5,793,000	$6,842,000
Technology Education	1,000,000	1,234,000
Computer-Based Instruction	4,940,000	4,938,000
Comprehensive School Health Education	2,964,000	3,950,000

II. FY 1990 PROGRAM INFORMATION AND ANALYSIS

National Goals Addressed

The Fund for Innovation in Education program funds projects which address student achievement (Goal 3) and student safety and health (Goal 6).

Population Targeting

Projects funded by the program serve elementary and secondary school students, teachers, and related educational personnel.

Services

- Innovation in Education Program.

  The FY 1989 competition awarded $3.7 million to support 20 innovative projects to reduce dropout rates, improve the achievement and college-readiness of disadvantaged students, increase the number and quality of minority teachers, encourage parental involvement, assess school-site management, provide early childhood education, improve urban school programs, and generate information on education reforms.

  Approximately $1.5 million was used in FY 1989 to support other activities, including the President's Education Summit with the Nation's Governors, the Minnesota Choice Evaluation, early childhood studies, and regional choice meetings (III.1).

  In FY 1990, $2,601,705 was provided to 17 innovative projects focusing on the Secretary's priority areas: projects that validate program models for underachieving students and projects that demonstrate school- or district-level strategies for serving underachieving students. Other projects funded in FY 1990 focused on school restructuring, early childhood education, family involvement, cooperative learning, teacher improvement, academic achievement, school dropouts, mathematical problem-solving, and advanced technology.

In FY 1990, the sum of $3,411,275 was awarded to continuation projects and $829,000 was used to support other activities, including the Minnesota Choice Evaluation, regional meetings on education choice, minority teacher recruitment, joint activities sponsored by the Fund for the Improvement and Reform of Schools and Teaching and Fund for Innovation in Postsecondary Education Offices, and joint activities with the Department of Justice, the National Science Foundation (NSF), and the National Institutes of Health.

o Technology Education Program.

In FY 1989, all funds were transferred to NSF to support the "Square One TV" series on mathematics education. The award-winning series reaches thousands of preschool and elementary school children.

Invitational priorities for the FY 1990 competition included projects that demonstrated innovative uses of new technologies in educational television, closed circuit television systems, cable television, radio broadcasts, and video and audio discs and tapes in ways that strengthen the school curriculum, particularly in the critical subjects of mathematics, science, reading, and foreign languages. Four projects, costing approximately $1,234,000, were selected for funding (III.2).

o Computer-Based Instruction Program.

The program currently supports 36 innovative projects. Program priorities include projects that demonstrate model strategies for increasing computer-based instruction at the school site to help students meet more rigorous academic standards (III.3).

o Comprehensive School Health Education Program.

The program currently supports 26 innovative projects. Key groups conducting these projects include eight State agencies, twelve university-school system partnerships, four national education associations, two regional educational laboratories, and numerous local education agencies. Thirteen of the projects cover the full K-12 school spectrum, and nine of the projects focus on elementary school and four on secondary school. Although the target for most of the projects is the total student population, some priority is given to low-income students and students who are members of minority groups. Similarly, although the majority of projects are directed at general Statewide needs, they include urban models, suburban models, and rural models. Several support innovative interdisciplinary programs. All include strong evaluation components so that results can be shared nationwide (III.4).

Program Administration

Monographs containing abstracts of funded projects have been disseminated nationally for FY 1989 Computer-Based Education projects and for FY 1989 and 1990 Innovation in Education and Comprehensive School Health Education projects. The FY 1990 monograph for Technology Education is being prepared, as is a monograph for all technology-related projects supported by the Department's Fund for the Improvement and Reform of Schools and Teaching Office, including projects funded by the Fund for Innovation in Education's Technology Education program.

A Key Contact Directory is also prepared for each program.

Technical assistance and evaluation workshops are held for project directors.

Outcomes

Annual performance reports are required from all multi-year projects and will be available for study in the program office.

All projects include evaluation components. The results of these individual project studies will be collected and synthesized after the projects have been completed.

A summary of the Comprehensive School Health Education program's activities and accomplishments will be prepared and disseminated at the end of each program year. The first such report was projected for the fall of 1990 (III.5)

III. SOURCES OF INFORMATION

1. Secretary's Fund for Innovation in Education: Innovation in Education Program, 1989 and 1990 Awards for Education Reform--Project Summaries (Washington, DC: Office of Educational Research and Improvement, Fund for the Improvement and Reform of Schools and Teaching Office, 1990).

2. Program files.

3. Secretary' Fund for Innovation in Education Program Computer Based Instruction, Fiscal Year 1989 Grants (Washington, DC: Office of Educational Research and Improvement, Fund for the

Improvement and Reform of Schools and Teaching Office, 1990).

4. *Comprehensive School Health Education Program: Abstracts of the 1989 and 1990 Awards and Key Contact Directory* (Washington, DC: Office of Educational Research and Improvement, Fund for the Improvement and Reform of Schools and Teaching Office, 1990).

5. *U.S. Department of Education Activities Related to School Health Education: Summary Report of 1989-90 Activities* (Washington, DC: Office of Educational Research and Improvement, Fund for the Improvement and Reform of Schools and Teaching Office, 1990).

IV. PLANNED STUDIES

None.

V. CONTACTS FOR FURTHER INFORMATION

Program Operations: Shirley Steele, (202) 219-1496--Innovation in Education Program

Allen Schmieder, (202) 219-1496
Seresa Minter, (202) 219-1496--Technology Education Program

Allen Schmieder, (202) 219-1496
John Roddy, (202) 219-1496--Computer-Based Education Program

Allen Schmieder, (202) 219-1496
Cindy Musick, (202) 219-1496--Comprehensive School Health Education Program

Program Studies : Joanne Wiggins, (202) 401-1958

APPENDIX

EVALUATION CONTRACTS ACTIVE IN OPBE DURING FISCAL YEAR 1990

Evaluation Contracts Active in OPBE During Fiscal Year 1990

ELEMENTARY AND SECONDARY EDUCATION DIVISION

FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1988 1989 1990	$591,994 $313,997 $541,091	Operation of Chapter 1 Technical Assistance Center, Region A, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	RMC Research Corporation Hampton, New Hampshire LC88 23001	01-Oct-88	30-June-91	Essl
1988 1989 1990	$591,994 $314,000 $540,202	Operation of Chapter 1 Technical Assistance Center, Region B, to provide consulting assistance in areas of evaluation and program improvement of SEA and LEA projects.	Advanced Technology Indianapolis, Indiana LC88 23002	01-Oct-88	30-June-91	Chelemer
1988 1989 1990	$411,994 $230,291 $404,509	Operation of Chapter 1 Technical Assistance Center, Region C, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Educational Testing Service Atlanta, Georgia LC88 23003	01-Oct-88	30-June-91	Hardcastle

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FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1988 1989 1990	$411,994 $222,250 $404,414	Operation of Chapter 1 Technical Assistance Center, Region D, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	Research and Training Associates, Inc. Overland Park, Kansas LC88 23004	01-Oct-88	30-June-91	Hardcastle
1988 1989 1990	$411,994 $222,229 $404,492	Operation of Chapter 1 Technical Assistance Center, Region E, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	RMC Research Corporation Littleton, Colorado LC88 23005	01-Oct-88	30-June-91	Essl
1988 1989 1990	$411,994 $222,244 $404,534	Operation of Chapter 1 Technical Assistance Center, Region F, to provide consulting assistance in areas of evaluation and program improvement to SEA and LEA projects.	RMC Research Corporation Mountain View, California LC88 23006	01-Oct-88	30-June-91	Chelemer

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FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1988 1989	$1,536,201 $474,835	A Study of Academic Instruction for the Disadvantaged, to examine curriculum and instruction provided by disadvantaged schools in Chapter 1 and the regular school program relative to more disadvantaged schools.	SRI International Washington, DC LC88 054001	01-Oct-88	31-Jan-92	Chelemer
1989	$701,065	Chapter 1 Implementation Study, to describe State/local/ school level implementation of the new program requirements under P.L. 100-297.	Abt Associates, Inc. Cambridge, Massachusetts LC89 038001	01-Oct-89	30-Sept-91	Hardcastle
1988 1989	$750,000 $961,109	A Descriptive Evaluation of the Chapter 1 Migrant Education program, to examine participation, services, and administration of the Migrant Education program nationwide.	RTI, Inc. Research Triangle Park North Carolina LC88 025001	01-Oct-88	30-Sept-91	English
1990	$952,643	A Study of Effective Schools Programs: Their Implementation and Success.	SRI International Menlo Park, California LC90 035001	17-Sept-90	17-Nov-93	Chelemer
1987 1988	$750,000 $237,055	National Study of the Chapter 1 Neglected or Delinquent program, to obtain information on program operations, administration and effectiveness.	Westat, Inc. Rockville, Maryland 300-87-124	01-Oct-87	31-Dec-90	Hardcastle

FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1989 1990	$330,388 $70,000	A Review of Local Title VII Project Evaluation and Improvement Practices.	Development Associates Arlington, Virginia LC89 023001	30-Sept-89	30-Nov-91	Moguel
1989 1990	$287,000 $93,135	A Descriptive Evaluation of the Transition Program for Refugee Children and the Emergency Immigrant Education Program.	COSMOS Corporation Washington, DC LC89 022001	30-Sept-89	30-Nov-91	Moguel
1990	$199,000	A Review of the Methodologies and Further Analyses of the Data from the National Longitudinal Study of Bilingual Education and the Immersion Study.	National Academy of Sciences Washington, DC LC90 100001	30-Sept-90	30-Dec-91	English
1988	$743,237	A Study of the EESA Title II Program, to describe and evaluate the mathematics and science instructional improvement grant program using mail surveys and case studies.	SRI International Menlo Park, California LC88 029001	01-Sept-88	30-Dec-90	Wiggins
1988 1989	$538,358 $525,260	Study of Implementation of the Drug-Free Schools and Communities Act, State and Local Programs.	RTI, Inc. Research Triangle Park North Carolina LC88 028001	01-Oct-88	30-Nov-90	Farquhar

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FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1988	$644,773	Profiles of Child Care Settings, to describe licensed/regulated child care with emphasis on programs for preschool and disadvantaged children.	Mathematical Policy Research, Inc. Princeton, New Jersey LC88 090001	01-Oct-88	28-Feb-91	Farquhar
1988	$746,660	Study of Transition/Family Education Programs, to examine ways to retain the benefits of early childhood education for disadvantaged children. Surveys and case studies of promising practices will be used to analyze ways to ease the transition between preschool and elementary school and to involve parents.	RMC Research Corporation Hampton, New Hampshire LC88 089001	30-Sept-88	31-March-91	Farquhar
1989	$650,345	Study of Before and After School Care, to survey programs that serve children of working parents when school is not in session.	RMC Research Corporation Hampton, New Hampshire LC89 051001	30-Sept-89	31-Jan-92	Farquhar
1989	$1,482,541	Observations of Early Education and Care for Preschool Children, to examine the classroom experiences of 4-year olds and assess the cognitive and social development of a sample of children in Chapter 1 preschools during preschool and kindergarten.	Development Assistance Corporation Washington, DC LC89 098001	30-Sept-89	30-Dec-92	Farquhar

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Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
$791,398 $842,039 $574,450	Data Analysis and Technical Support, to provide on-call processing and education analysis capability. The major tasks involve compiling data bases and performing data analysis or simulations, organizing and displaying information for use by the Department, and producing technical papers and reports.	Westat, Inc. Rockville, Maryland LC89 015001	1-Oct-89	30-Sept-91	Coates
$751,008 $2,144,439	Data Analysis Support, to carry out data gathering and analytic work on high-priority and emerging educational concerns.	Policy Studies Associates Washington, DC LC89 089001	15-Mar-89	14-Mar-94	Essl
$561,200 $611,450	Operation of Chapter 1 Rural Technical Assistance Center Region 1, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	RMC Research Corporation Hampton, New Hampshire LC 89 086001	30-Sep-89	30-Jun-91	Essl

FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1989 1990	$560,742 $662,422	Operation of Chapter 1 Rural Technical Assistance Center Region 2, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	Advanced Technology Indianapolis, Indiana LC89 086002	30-Sep-89	30-Jun-91	Chelemer
1989 1990	$560,023 $581,479	Operation of Chapter 1 Rural Technical Assistance Center Region 3, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	Advanced Technology Decatur, Georgia LC89 086003	30-Sep-89	30-Jun-91	Hardcastle
1989 1990	$560,934 $685,991	Operation of Chapter 1 Rural Technical Assistance Center Region 4, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	Research and Training Associates, Inc. Overland Park, Kansas LC89 086004	30-Sep-89	30-Jun-91	Hardcastle
1989 1990	$560,600 $606,189	Operation of Chapter 1 Rural Technical Assistance Center Region 5, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	RMC Research Corporation Denver, Colorado LC89 086005	30-Sep-89	30-Jun-91	Essl

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FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1989 1990	$560,538 $606,290	Operation of Chapter 1 Rural Technical Assistance Center Region 6, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	Northwest Regional Education Laboratory Portland, Oregon LC89 086006	30-Sep-89	30-Jun-91	Chelemer
1989 1990	$102,102 $113,015	Operation of Chapter 1 Rural Technical Assistance Center Region 7, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	Northwest Regional Education Laboratory Portland, Oregon LC89 086007	30-Sep-89	30-Jun-91	Chelemer
1989 1990	$97,952 $80,947	Operation of Chapter 1 Rural Technical Assistance Center Region 8, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	RMC Research Corporation Honolulu, Hawaii LC89 086008	30-Sep-89	30-Jun-91	Chelem

Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
$173,229 $142,091	Operation of Chapter 1 Rural Technical Assistance Center Region 9, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	The Regional Laboratory for Educational Improvement of the Northeast and Islands Hato Rey, Puerto Rico LC89 086009	30-Sep-89	30-Jun-91	Essl
$214,920 $359,122	Operation of Chapter 1 Rural Technical Assistance Center Region 10, to provide assistance in the areas of evaluation and program improvement to SEAs and LEAs, with a focus on rural areas and issues.	Research and Training Associates, Inc. Overland Park, Kansas LC89 086010	30-Sep-89	30-Jun-91	Hardcastle

Evaluation Contracts Active in OPBE During Fiscal Year 1990

POSTSECONDARY EDUCATION DIVISION

FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1990	$850,000	The Higher Education Surveys each year provide the Department with policy-relevant, quick response surveys from a sample of institutions of higher education. (Supported by ED, NSF, and NEH.)	Westat, Inc. Rockville, Maryland (funds transfer to NSF)	30-Sep-90	30-Sep-94	Berls
1987	$260,277	The College Cost Containment Project consists of two studies of methods of reducing the cost of higher education.	Cresap, McCormick and Paget Washington, DC 300-87-0127	30-Sep-87	30-Nov-89	Henschel
			The Washington LI Consortium Washington, DC 300-87-0126	30-Sep-87	30-Jun-89	Henschel
1990	$129,669	To describe and evaluate the successful retention strategies that have been implemented by postsecondary institutions.	The Assignment Group Chevy Chase, Maryland LC90 049001	30-Sep-90	30-Sep-91	Maxwel'

	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1988	$312,298	The Cross Program Model is designed to estimate the future cost of the Title IV student financial aid programs and determine how these costs will change, given changes in the governing regulations and legislation, as well as changing economic and demographic conditions.	Decision Resources Corporation Washington, DC LC88 084001	01-Oct-88	31-Jan-90	Goldenberg
1988 1989 1990	$216,669 $299,698 $149,314	The NPSAS Analysis study uses NPSAS data to analyze policy issues regarding postsecondary programs, including defaults, and other financing issues.	Pelavin Associates, Inc. Washington, DC LC88 001001	01-Oct-88	30-Sep-90	Maxwell
1987 1988	$209,975 $199,185	Studies analyzing trends in college costs in support of a Congressionally mandated study on college costs due in 1990.	Pelavin Associates, Inc. Washington, DC 300-85-184	22-Apr-88	22-Feb-89	Goldenberg
1988 1989 1990	$49,750 $109,819 $138,574	The Evaluation of the Income-Contingent Loan Demonstration Program assesses the feasibility of ICLs by means of surveys of borrowers at 10 participating ICL institutions.	Pelavin Associates, Inc. Washington, DC 300-85-0184	01-Jun-88	30-Sep-91	Morrissey

	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1989	$314,856	Study of Escalating Costs of Higher Education examines trends in college tuitions, expenditures and revenues, reasons for these increases, and the effects of rising charges on families' abilities to pay for college. There will be a final report and six expert papers that examine the causes of rapidly increasing college costs.	Pelavin Associates, Inc. Washington, DC 300-89-790	30-Sep-89	15-Nov-90	Henschel
1989 1990	$300,231 $224,998	A study of Consumer Rights: Two year and Proprietary Education and Training will focus on students enrolled in community colleges and proprietary institutions. The first phase will examine State policies on assessing performance of students enrolled in vocational/technical programs. A second phase involves feasibility test of State wage record data to assess employment outcomes of students.	Research and Evaluation Associates, Inc. Washington, DC 300-89-10	30-Sep-89	30-Sep-91	Goodwin

	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1989 1990	$147,391 $579,179	Technical Support for Issues Analysis in Postsecondary Education provides analyses that include the mandated study on equitable student aid for farm families; study of family savings; evaluation of the participation of disadvantaged students in higher education; a mandated evaluation of the Federal student aid satisfactory progress requirement, and other studies.	Westat, Inc. Rockville, Maryland LC89 082001	30-Sep-89	30-Sep-91	Berls
1990	$459,821	Support for Analyses of Institutions and Special Populations in Postsecondary Education conducts studies of Howard University and Gallaudet University.	Mathtech, Inc. Princeton, New Jersey LC90 109001	28-Sep-90	28-Sep-91	Berls
1990	$1,960,109	Evaluation of Student Support Services Program assesses program implementation and effects on participants. Study includes examination of program practices and a longitudinal follow-up of freshman participants to measure postsecondary retention and achievement.	Westat, Inc. Rockville, Maryland LC90 053001	30-Sep-90	28-Feb-94	Goodwin

FY	Funding Amount	Description of Contract	Contractor and Number	Start Date	End Date	Project Officer
1990	$119,651	Special Technical Analysis: Impact of Upward Bound and Student Support Services involves secondary analysis of High School and Beyond data and NLS 72 data to describe characteristics of students who participate in Upward Bound or receive supplemental services in college, and assess effects on college access and retention.	Westat, Inc. Rockville, Maryland LC89 082001	25-May-90	28-Feb-91	Goodwin
1990	$200,000	Quality Control in ED's Student Aid Programs examines Department practices to measure errors in the award of student benefits, and the use of this information to pursue appropriate corrective actions.	National Academy of Sciences Washington, DC LC90 051001	30-Sep-90	30-Mar-92	Goodwin
1990	$550,000	Assessment of Federal Postsecondary Vocational Education and Job Training Policies, examines issues of equity, efficiency and coordination raised when there are multiple Federal approaches to finance occupational training for disadvantaged persons. The study compares the major Federal programs with respect to participation, services, costs, accountability, and impact.	National Academy of Sciences Washington, DC LC90 110001	30-Sep-90	30-Mar-93	Goodwin

Evaluation Contracts Active in OPBE
During Fiscal Year 1990

MULTILEVEL AND SPECIAL POPULATIONS DIVISION

FY	Funding Amount	Description of Contract	Contract and Number	Start Date	End Date	Project Officer
1983	$800,000	Longitudinal Study of Immersion, Early-Exit and Late-Exit Transitional Bilingual Programs for Language Minority Children is is a six-year study that compares the relative effectiveness of three different types of bilingual education programs.	Aguirre International San Mateo, California 300 87 0156	01-Oct-83	31-Dec-90	Takai
1984	$500,000					
1985	$725,000					
1986	$475,000					
1987	$809,000					
1988	$300,000					
1989	$0					
1990	$211,000					
1988	$0	Public Opinion Polling on Issues in Education surveyed the general public on selected educational matters.	S.W. Morris & Co., Inc. Chevy Chase, Maryland 300 87 122	24-Aug-87	1-Dec-90	Henschel
1989	$0					
1990	$20,000					
1988	$296,000	A Study of the Use of Volunteers in the Classroom, examined current trends identified, and visited exemplary projects.	National Academy of Sciences Washington, D.C. LC88 061001	01-Jan-88	31-Oct-89	Vespucci
1988	$129,058	Evaluation of the Territorial Teacher Training Assistance Program, studied the cumulative impact of 8 years of sponsored Training for teachers in 10 territorial jurisdictions.	Research and Evaluation Associates, Inc. Chapel Hill, North Carolina LC88 020001	01-Sep-88	31-May-89	Barnes

FY	Funding Amount	Description of Contract	Contract and Number	Start Date	End Date	Project Officer
1988 1989 1990	$450,000 $365,569 $295,682	The Evaluation of Dropout Prevention Reentry Projects in Vocational Education is to identify and validate effective strategies in preventing at-risk high school students from dropping out of school.	RMC Research Corp Mountain View, California LC 89 002001	01-Feb-89	01-Feb-91	Pendleton
1989	$1,393,331	The Evaluation of Projects Funded by the School Dropout Demonstration Assistance Program, will indentify and validate effective strategies in preventing at-risk students from dropping out of school and encouraging those who have already dropped out to return, including early intervention with elementary and middle school students.	American Institutes for Research Palo Alto, California LC 89 061001	18-Aug-89	18-Aug-92	Pendleton
1988 1989	$538,000 $525,000	The Drug-Free Schools and Communities Act Implementation Study provides a comprehensive description of State, school district and community prevention practices.	Research Triangle Institute Research Triangle Park North Carolina LC88 026001	1-Oct-88	31-Jan-91	Richards
1989	$259,425	The Study of Federal Funding sources and Services for Adult Education programs, will collect and synthesize information about all adult education programs within the Government that support literacy, basic skills, English as a Second language (ESL), and adult secondary education. The study will also provide recommendations about the need for program coordination and facilitation among Federal, State, and local levels.	Cosmos Corporation Washington, D.C. LC 89 958001	30-Sep-89	31-Dec-90	Vespucci

FY	Funding Amount	Description of Contract	Contract and Number	Start Date	End Date	Project Officer
1989 1990	$75,000 $603,959	The data processing and analysis center synthesizes findings of past and current research and evaluation studies; analyzes existing relevant and complex data bases; conducts case studies; and performs literature searches and reviews.	Pelavin Associates, Inc. Washington, D.C. LC 89 086001	30-Sep-89	30-Sep-93	Pendleton
1989	$10,000	An outline for a model evaluation handbook for school and community-based drug prevention and education programs was developed. The handbook will help local project staff design and implement credible evaluations of project activities.	Michael Klitzner Pacific Institute for Research and Evaluation Washington, D.C.	01-Oct-89	01-Mar-90	Yanckello/ Richards
1989	$465,000	An evaluation of promising school-based drug prevention and education programs will examine programs conducted by Drug Recognition Schools and DFSCA Federal Activities grantees.	Aguirre International San Mateo, California LC 89 049001	01-Oct-89	01-Dec-91	Richards
1990	$495,000	The National Study of Adult Education Programs, will evaluate the potential of the Department of Education's adult education programs for significantly reducing deficits in the adult population with respect to literacy, English proficiency, and secondary education. The contractor will collect descriptive data on program offerings and levels of client service. The contractor will also link those data to benchmark data on costs and learning gains and to independent estimates of program target populations from the 1990 Census and from national studies of adult literacy.	Development Associates Arlington, Virginia LC90 065001	14-Aug-90	14-Aug-94	Barnes

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